

Seton Hall University

**eRepository @ Seton Hall**

---

Seton Hall University Dissertations and Theses  
(ETDs)

Seton Hall University Dissertations and Theses

---

Fall 9-26-2019

## **The Story of Growth: A Case Study of New Jersey Underperforming Underprivileged High School**

Michelle L. Shelton

michelle.shelton@student.shu.edu

Follow this and additional works at: <https://scholarship.shu.edu/dissertations>



Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Educational Leadership Commons](#), [Education Economics Commons](#), [Secondary Education Commons](#), and the [Urban Education Commons](#)

---

### **Recommended Citation**

Shelton, Michelle L., "The Story of Growth: A Case Study of New Jersey Underperforming Underprivileged High School" (2019). *Seton Hall University Dissertations and Theses (ETDs)*. 2715.  
<https://scholarship.shu.edu/dissertations/2715>

The Story of Growth: A Case Study of a New Jersey  
Underperforming Underprivileged High School

By  
Michelle L. Shelton

Dissertation Committee:

Joseph M. Stetar, Ph.D.  
Richard Tomko, Ph.D.  
Elaine Walker, Ph.D.

Submitted in partial fulfillment of the requirements for  
The Degree of Doctor of Education  
Seton Hall University

2019

© Copyright by Michelle L. Shelton, 2019  
All Rights Reserved



COLLEGE OF EDUCATION AND HUMAN SERVICES  
SETON HALL UNIVERSITY

**APPROVAL FOR SUCCESSFUL DEFENSE**

Michelle Shelton has successfully defended and made the required modifications to the text of the doctoral dissertation for the Ed.D. during this Fall Semester 2019.

**DISSERTATION COMMITTEE**  
(please sign and date beside your name)

Mentor:

Dr. Joseph Stetar

*J. Stetar* 11/17/19

Committee Member:

Dr. Elaine Walker

*Elaine Walker by MS*

Committee Member:

Dr. Richard Tomko

*RTL* 11/19/19

The mentor and any other committee members who wish to review revisions will sign and date this document only when revisions have been completed. Please return this form to the Office of Graduate Studies, where it will be placed in the candidate's file and submit a copy with your final dissertation to be bound as page number two.

## Abstract

Socioeconomics has been a factor that exposes the disparities in student achievement across communities within the state of New Jersey, and as a result of the disparities, in 1985, the Education Law Center filed the first ruling of *Abbot v. Burke*; this case ruled that significant funding be provided in an effort to ensure that underprivileged students within these underperforming districts receive public education in accordance with the state constitution. However, despite the funding efforts, since 1985, (87%) of the 31 school districts identified as *Abbott* not only remain underprivileged, but they also remain underperforming. Therefore, to remedy the underperformance the New Jersey State Department of Education (NJDOE) employs the Regional Agency Center (RAC) to evaluate and to classify schools/districts underperforming “focus” or “priority.” Furthermore, in conjunction with school/district leaders, the RAC orchestrates a plan to aid school/district leaders in a perspective five-year turnaround. The purpose of this case study was to determine the practices and processes the School Improvement Panel (ScIP) employed to help to successfully turnaround an underperforming underprivileged high school classified as a “focus” school in 2012, and had “no designation” by 2017. The qualitative data collected using RAC’s (8) Turnaround Principles and Bolman & Deal’s (4) frames provided a context as well as a conceptual construct for the school’s turnaround efforts.

## ACKNOWLEDGEMENT

I cannot express enough thanks to my committee for their continued support and encouragement: Dr. Joseph Stetar, my committee chair; Dr. Elaine Walker, and Dr. Richard Tomko. I offer my sincere appreciation for the learning opportunities provided by my committee.

Although Dr. John Ravally, Superintendent of Franklin Public Schools, was not an official member of my committee, it was his support in the last year that have been paramount to my success, and I am truly grateful to his responsiveness – especially I needed the insight of a strong practitioner like him.

Additionally, my completion of this project could not have been accomplished without the moral support of my classmate, Dr. Renee Richardson, and my closest friend, Desiree Flournoy.

Finally, I would not be able to have accomplished this very trying endeavor, while actively working as a school Vice Principal, serving as Director of my nonprofit organization, running and serving on the School Board of Education, and teaching at the county college, if it had not been for the strong foundation of my mother; Brenda Long, my father; Vincent Shelton, and my sisters: LaShonda Mahaley, Bernadette Bishop, and Christina Kelliehan.

## TABLE OF CONTENTS

Abstract	i.
Acknowledgement	ii.
List of Tables	iii.
Table of Contents	iv.
List of Figures	v.
List of Appendices	vi.
 INTRODUCTION	 1-4
Problem Statement	5-6
Purpose of the Study	6
Research Questions	6-7
Theoretical Perspective	8
Significance of the Study	8-9
Definitions of Terms	9-11
Organization of the Dissertation	11-12
Summary	12
 LITERATURE REVIEW	 13
Socioeconomics and Student Achievement	13-14
Turnaround Schools	14-16
Leadership Driven by Data	16-17
Leadership Driven by Vision	17-19
The Impact of Environmental Perception	19-21
Analytical Framework	21-27
Summary	27
 METHODOLOGY	 28
Introduction	28
Case Study Background, Research Design & Methodology	28-33
Instrumentation and Protocols	33-36
Population and Sample	36
Data Collection	36-37
Limitations, Reliability, and Validity	38
Themes	38-44
Trustworthiness	44
Summary	44-45
 RESEARCH PARTICIPANTS & FINDINGS	 46-85
 SUMMARY & CONCLUSIONS	 86-115
 REFERENCES	 116-130
 APPENDICES	 131-151

## LIST OF TABLES

Table 1	RAC Focus: Support, Capacity Building, Sustainability, Shared Accountability	3
Table 2	Regional Agency Center (RAC) 8 Principle and Bolman & Deal's (4) Frames	5
Table 3	Enrollment & Free Lunch Data	30
Table 4	2007-2011 HSPA Assessment Data	31
Table 5	Data Collection/Analysis Process	37
Table 6	Frequency of Major Themed Responses Deriving from Interview Questions	38
Table 7	Coding Scheme	49-52



## LIST OF FIGURES

Figure 1	Bolman & Deal's Four Frames	22
----------	-----------------------------	----

## LIST OF APPENDICES

Appendix A	RAC (8) Turnaround Principles	129-132
Appendix B	Abbot School Districts	133
Appendix C	RAC 2012 List and RAC 2017 List Comparison Traditional High Schools ONLY	134
Appendix D	Interview Quotes to Produce Coding Scheme	135-138
Appendix E	Interview Coding Scheme	139-140
Appendix F	Letter to Perspective Participants	141
Appendix G	Thank You for Participation Letter/Biographical Questionnaire	142-144
Appendix H	Informed Consent	145
Appendix I	Interview Procedures & Interview Questions	146-148
Appendix J	The Overall ‘Thank You’ Email	149

## Chapter I

### INTRODUCTION

Educational research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal. (NAESP, 2013 p. 2; Wallace Foundation, 2011, p. 2). Other research identifies the social development of students as a contributing variable. *The Greater Good Science Center at UC Berkley* published an article by Jill Suttie entitled “How to Help Low-Income Students Succeed.” The article mentions Paul Tough’s book, *Helping Children Succeed: What Works and Why*. Suttie quotes Tough: “Changing the environment in the classroom made it easier for [these students] to learn.” Suttie’s article further states, “For older [students], Tough eschews our current tactic of offering students extrinsic rewards, and instead encourages teachers to nurture intrinsic motivation, fueled by the basic human need for competence, autonomy, and relatedness (or connection).” Suttie continues, “Tough suggests teachers assign tasks that are challenging, but not too challenging; minimize coercion and control; and show warmth and respect for students, so they feel part of the learning community.” Therefore, in order for a school to successfully educate a low-income population of students, the leadership vision must ensure that the instructional staff is empowered to contribute to the social development of the child.

Additionally, *The Edvocate* published an article by Matthew Lynch entitled, “How to Help Low-Income Students Succeed.” The article states, “James P. Comer, a child psychiatrist who studied students from low income neighborhoods in New Haven, Connecticut, proposed that children need a primary social network—one that includes parents, and people from the child’s school and community. Comer emphasizes that the people in this network are [all necessary

parts] of the developmental pathways.” He furthers this point, “Children who have this level of support will likely be more successful in school.” Lynch notes, “This is the main premise behind Comer’s idea of letters home to the parent or caregiver. He wants to make sure that the parents and caregivers are aware of what is happening in their child’s school life, so they are able to share in creating a positive experience at school.”

While evidence about leadership effects on student learning can be confusing to interpret, much of the existing research actually underestimates its effects. The total (direct and indirect) effects of leadership on student learning account for about a quarter of total school effects (NAESP, 2013). The principal [additionally] needs faculty support to maintain a cohesive professional community that productively engages parents and students (Bryk, 2003). Bolman and Deal’s (B&D’s) *Reframing Organizations: Artistry, Choice, and Leadership* is a text that delves into four frames of organizational leadership: symbolic, political, structural, and human resource. The four frames promote a leadership style based in dynamic social exchanges with parent and teacher stakeholders. These exchanges in essence have an indirect impact on student achievement.

On the other hand, the Regional Agency Center’s (RAC’s) focus is to support low-performing schools, to build its capacity and sustainability, and to share accountability *See Table 1*. Furthermore, RAC uses (8) Principles as a framework to support leaders on their quest toward successful turnaround efforts *See Appendix A*. As a result, the goal of this research is to identify the impact of the leadership team, which is the School Improvement Panel (ScIP) – using RAC’s (8) turnaround principles as the driver. The researcher will additionally address the alignment between RAC’s (8) turnaround principles and B&D’s frames in an effort to illustrate how the

ScIP's operation within one or more of the (8) turnaround principles is concurrently aligned to one of B&D's (4) frames.

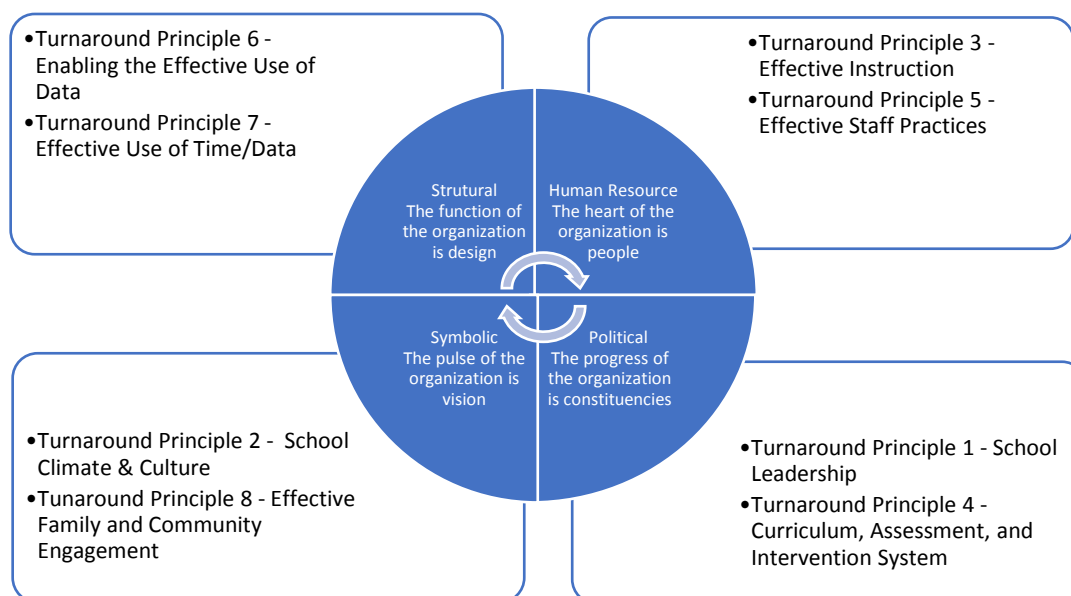
**Table 1 – RAC Focus: Support, Capacity Building, Sustainability, Shared Accountability**

<b>Support Process</b>	<ul style="list-style-type: none"> <li>• Identify Schools</li> <li>• Assess Needs</li> <li>• Implement target interventions aligned to proven turnaround principles</li> </ul>
<b>Capacity Building</b>	<ul style="list-style-type: none"> <li>• RAC teams spend 90% of time in Priority and Focus Schools</li> <li>• Priority Schools will hire or identify leaders in math, literacy, data, and climate and culture</li> <li>• RAC teams partner with school leaders to build school-level capacity in Priority and Focus Schools</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• RAC works with Priority and Focus Schools to align Title I and/or district funds with School Improvement Plans</li> <li>• Priority Schools receive RAC support for three years at a minimum</li> <li>• Focus Schools receive RAC support for two years at a minimum</li> </ul>
<b>Shared Accountability</b>	<ul style="list-style-type: none"> <li>• RAC staff are equally accountable for Priority and Focus School success</li> <li>• Seven-week cycle is used to report on Priority and Focus School progress against their goals, which is the walk-through</li> <li>• Cycle reviews occur at the end of each marking period to evaluate progress</li> </ul>
<p><b>The RAC works with schools to implement (8) turnaround principles:</b></p> <ol style="list-style-type: none"> <li>1) <u>School Leadership</u>: Ensuring that the principal has the ability to lead the turnaround effort;</li> <li>2) <u>School Climate and Culture</u>: Establishing school environments with a climate conducive to learning and a culture of high expectations;</li> <li>3) <u>Effective Instruction</u>: Ensuring teachers utilize research-based effective instruction to meet the needs of all students;</li> <li>4) <u>Standards Aligned Curriculum, Assessment and Intervention System</u>: Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted;</li> <li>5) <u>Use of Time</u>: Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning;</li> <li>6) <u>Effective Staffing Practices</u>: Developing the skills to better recruit, retain and develop effective teachers; and</li> <li>7) <u>Effective Use of Time/Data</u>: Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture;</li> <li>8) <u>Family and Community Engagement</u>: Increasing academically focused family and community engagement.</li> </ol>	

Note. This table has been adapted from slide 37 of the *Regional Achievement Centers: New Jersey Department of Education RAC Partnership Regional Meetings June 26/27/28*.

In short, this case study sought to identify a New Jersey high school that is deemed low-income or socioeconomically disadvantaged from among the 31 districts that were identified in 1985; these 31 districts were formerly referred to as Abbot School Districts *See Appendix B* and are now referred to as School Development Authority (SDA). To further solidify a proper case study site the SDA list was cross checked with the 2012 Regional Agency Center (RAC) list *See Appendix C* in order to pinpoint a SDA school that is also a RAC school; as a note, the school's RAC status is what constitutes its underperformance. Furthermore, the researcher cross checked the 2012 RAC list with the 2017 RAC List in an effort to identify high schools that have shown an improvement in student achievement within five years. After which, the researcher identified a potential case study school from among this list. However, the residing district of the potential case study school informed the researcher of the state's reinstatement of the school's "focus" designation denoting a lack of growth within five years. Nonetheless, the district provided a nontraditional high school that had recently shown growth within six years. Moving forward, the researcher examined the impact of the ScIP on the school's turnaround efforts utilizing the alignment between RAC's (8) Turnaround Principles and B&D's (4) Frames as an indicator *See Table 2*. The ScIP's purpose is to help to oversee and implement district goals, and it is the principal who appoints members of the ScIP

**Table 2 – RAC’s (8) Turnaround Principles and Bolman & Deal’s (4) Frames**



Note. This table has been adapted from slide 37 of the *Regional Achievement Centers: New Jersey Department of Education RAC Partnership Regional Meetings June 26/27/28* and Bolman and Deal's *Reframing Organizations* (1991) to show the relationship between the two. Each frame has corresponding principles that embody it.

### Problem Statement

In comparing the list of 31 SDA districts with the April 2012 List of 258 schools designated as “priority” or “focus,” 187 (or 72.5%) schools are among the list of 31 SDA districts. It is not known how to cultivate student achievement in New Jersey’s 31 socioeconomically disadvantaged underperforming school districts. In further comparing the RAC 2012 List to the RAC 2017 List, it shows that schools have or have not moved in designation. Schools either retained their original designation or have made positive movement from “priority” to “focus” or from “focus” to “no designation”. Positive movement from 2012 to 2017 that constitutes one of the three following categories: 1) movement from “priority” to “focus” or 2) movement from “priority” to “no designation” or 3) movement from “focus” to “no designation”.

The RAC, in collaboration with the school's ScIP, utilizes a scoring system referred to as the Quality School Review Rubric Indicators (QSR) to rate the effectiveness of the implementation of RAC's Turnaround Principals. If the school implemented the principles effectively, within a five-year period (between 2012 and 2017), the results should reflect positive movement. This system is one that RAC utilizes to rate "priority" and "focus" schools for the purpose of supporting them in their quest toward "sustained, positive growth in student achievement that dramatically narrows the achievement gap and sets schools on a trajectory for preparing all students for college and career (NJ Gov, 2014)."

Since the reporting is recent, there has been little study detailing *how* socioeconomically disadvantaged underperforming schools create what the RAC deems "sustained, positive growth in student achievement that dramatically narrows the achievement gap and sets schools on a trajectory for preparing all students for college and career." Such a study could potentially provide insight on the effectiveness of RAC's support, while remedying the underperformance among the 31 largely funded, but underperforming and socioeconomically disadvantaged school districts. Therefore, the researcher examined how RAC's (8) Principles and B&D's (4) Frames coincide. The research further examined how the two paradigms manifested in the ScIP's decision-making processes.

### Purpose of the Study

The purpose of this case study was to examine the perceived impact of the ScIP on the school's turnaround efforts utilizing RAC's (8) Principles and B&D's Frames.

### Research Questions

This case study focused on the following research questions:



1. How do ScIP members describe the teacher's use of data (Structural)?
2. How do ScIP members describe efforts to empower stakeholders (Human Resource)?
3. How do ScIP members describe the formation and/or maintenance of the curriculum (Political)?
4. How do ScIP members describe the principal's vision (Symbolic)?

The first research question regarding teachers use of data is framed as structural, because the way that leaders encourage teachers to use data in an effort to impact student achievement “leads to the development and implementation of work roles and tasks and the appropriate coordination and integration of individual and group efforts” (DeFoe, 2013). While the second research question regarding efforts to empower stakeholders is framed as human resources, because the way leaders understand people and their relationship impacts the way “the organization can meet individual needs and train the individual to meet organizational needs” (DeFoe, 2013).

The third research question regarding the formation and/or maintenance of the curriculum is framed as political, because curriculum has a powerful impact on student achievement; this frame denotes the idea that “effective management and leadership guide the proper disbursement of power and influence, and [they] determine organizational effectiveness” (DeFoe, 2013). Lastly, the fourth research question regarding the principal's vision is framed as symbolic, because this frame explains that “culture, symbols, and spirit provide the pathway to organizational effectiveness; leaders [operate in this frame when they] create and maintain faith, beauty, and meaning” (DeFoe, 2013).

### Theoretical Perspective

Components of B&D's (4) frames of organizational leadership guided this study as well as the analysis of the data collected. This theory contributed to the framing of the school's leadership decision-making in relation to RAC's (8) Principles. Elements of the (4) frames as well as the (8) principles served as the guiding framework for analyzing and interpreting the data collected for this study *See Table 2*. More details on this theory and connection to the principles can be found in chapter two – the review of related literature.

### Significance of the Study

There is a subtle and powerful difference between focusing on individuals and developing groups – along with individuals [...] So, the principal's role is to lead the school's teachers in a process of learning to improve their teaching, while learning alongside them about what works and what doesn't (Fullan, 2014). Fullan goes on to discuss Viviane Robinson, Helen Timperley, Ken Leithwood, and Tony Bryk's findings. Fullan says, "Their findings are consistent: principals affect student learning *indirectly but nonetheless explicitly*. Fifty years of theory and research offer increasing levels of support for the assertion that principal leadership makes a difference in the quality of schooling, school development and student learning (Hallinger and Heck, 2011). While evidence about leadership effects on student learning can be confusing to interpret, much of the existing research actually underestimates its effects. The total (direct and indirect) effects of leadership on student learning account for about a quarter of total school effects (Leithwood, 2004).

The public's view on the importance of school leadership is supported by case studies of schools which describe how newly appointed principals take dysfunctional schools (where staff and student absence is high, where the environment is unsafe and where little of value is being

learned), and transform them into schools which attract both students and staff, where there is a love of learning and student achievement meets or exceeds relevant benchmarks (Robinson, V., et. al, 2007; Edmonds, 1979; Maden, 2001; Scheurich, 1998). School leadership, from formal and informal sources, helps to shape school conditions (including, for example, goals, culture, and structures) and classroom conditions – including the content of instruction, the size of classrooms, and the pedagogy used by teachers (Louis K.S., et. al, 2010). Principals exercise a measurable, though indirect effect on school effectiveness and student achievement (Hallinger and Heck, 1998), which suggests that the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes (Robinson, V., et. al, 2008). In essence, the principal’s selection of a leadership team is a contributing factor toward student success. Therefore, this study is significant, because despite the original RAC designation of some underprivileged and underperforming high schools, many have recently shown positive movement in RAC designation as noted in the comparison of the 2012 RAC List versus the 2017 RAC List; this study sought to pinpoint the leadership’s effects on the school’s positive movement in RAC designation – from “priority” to “no designation.”

### Definitions of Terms

For clarification, the following terms are defined as they were used throughout this study:

***Abbott Districts:*** 31 poorer urban public school districts could not adequately meet the educational needs of students without more equitable funding, and as a result those 31 “Abbott” districts, which make up 5% of New Jersey’s public school districts, started to receive more state aid per-pupil.

**Focus:** “Focus schools comprise about 10% of schools with the overall lowest subgroup performance, a graduation rate below 75% and the widest gaps in achievement between different subgroups of students. Focus Schools receive targeted and tailored solutions to meet the school's unique needs (NJ Gov, 2014).”

**Frames:** “[the symbolic frame] abandons the assumptions of rationality prominent in other frames and depicts organizations as cultures, propelled by rituals, ceremonies, stories, heroes, and myths rather than by rules, policies, and managerial authority. [The political frame] view sees organizations as arenas, contests, or jungles. Parochial interests compete for power and scarce resources. The structural frame depicts a rational world and emphasizes organizational architecture, including planning, goals, structure, technology, specialized roles, coordination, formal relationships, and metrics. The last frame – human resource is defined as being, “rooted in psychology, [the human resource frame] sees an organization as an extended family, made up of individuals with needs, feelings, prejudices, skills, and limitations.”

**Priority:** “A priority school is a school that has been identified as among the lowest-performing five percent of Title I schools in the state over the past three years, or any non-Title I school that would otherwise have met the same criteria (NJ Gov., 2014).”

**Regional Agency Center (RAC):** In recent years, the New Jersey’s Regional Achievement Center, better known as RAC has been charged with implementing and holding up the No Child Left Behind (NCLB) waiver, in order for the New Jersey Department of Education (NJDOE) to “launch nine field-based Regional Achievement Centers (RAC) in 2012, [they were] charged with driving improvement in New Jersey's most struggling schools.” The RAC identified “struggling schools” as “priority” or “focus” schools.

***School Improvement Grant (SIG):*** authorized under Title I and demonstrates the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of students in their lowest-performing schools.

***School Improvement Panel (ScIP):*** the NJDOE states that each school is required to form a ScIP whose role is to ensure, oversee, and support the implementation of the district's evaluation, professional development (PD), and mentoring policies at the school level.

***Socioeconomically Advantaged of Socioeconomically Disadvantaged:*** The District Factor Groups (DFGs). The DFGs played a significant role in determining the initial 28 districts that were classified as Abbott Districts. The NJDOE summarizes that it is an indicator of the socioeconomic status of citizens in each district and has been useful for the comparative reporting of test results from New Jersey's statewide testing programs.

***Underprivileged:*** Students from socioeconomically disadvantaged households. Not to be confused with students' intellectual capacity.

### Organization of the Dissertation

This dissertation is organized into five chapters. The first chapter includes an introduction to the topic, a description of the scope of the research problem, the research questions, purpose and significance of the study, definition of terms, and summary. The second chapter reviews the literature on how SES impacts student achievement, as well as the potential impact of turnaround principles as it pertains to student achievement; it additionally focuses on the impact of leadership's use of data to drive his or her vision, as well as the impact environmental perceptions have on student achievement, and it further focuses on the theoretical frameworks. The third chapter describes the research methods utilized to collect and analyze

data to address the research questions. The fourth chapter provides an overview and description of the ScIP participants, including individual participant profiles, and commonalities in their responses to interview questions. Lastly, the fifth chapter contains a narrative of the findings organized by the four research questions and the major theme that emerged from the data collected from the participants as well as a discussion of the findings and implications for best leadership practices, suggested policy considerations, and professional development ideas and recommendations for future research.

### Summary

The purpose of this study was to explore the way the (4) frames were evident within the ScIP's responses regarding the school's turnaround effort, while also noting evidence of the (8) turnaround principles. Using a sample of the ScIP members, this qualitative study captured the participants' perspectives regarding the practices and processes of RAC's (8) Principles and B&D's (4) Frames. This study aimed to shed light on the impact of how RAC principles impact a school community as a whole.

## Chapter II

### LITERATURE REVIEW

#### Socioeconomics and Student Achievement

Previous studies found that socioeconomic (SES) status, the level of family income, what level of income a family is in; low-SES or high-SES is an important predictor of student achievement across the nation (Klingele & Warrick, 1990). Researchers Singh and Choudhary note that the socioeconomic status of a student is most commonly determined by combining parent's educational levels, occupational status and income level (Jeynes 2002).

Studies have repeatedly found that SES affects student outcomes (Baharudin and Luster 1998, Jeynes 2002, Eamon 2005, Majoribanks 1996, Hochschild 2003, McNeal 2001, Seyfried 1998). The social economic and educational status of a family determines the quality of academic achievement of a student. It is generally believed that children from high and middle socioeconomic status parents are better exposed to a learning environment at home because of the provision and availability of extra learning facilities. This idea is supported by Becker & Tomes (1979) when they assert that it has become well recognized that affluent and well-educated parents ensure their children's future earnings by providing them a favorable learning environment, better education, and good jobs. While the size of the impact has been debated (Mayer, 1997), there is compelling evidence that illustrates the relationship between students' SES and their academic achievement.

Additionally, Shamim (2011) in his study compared learners' socioeconomic status with their English language scores in the most recent public examination. He found that learners in the higher income bracket consistently outperformed learners in the lower income bracket. He suggested that the positive correlation of high family income with students' higher levels of

proficiency in English may be attributed to their earlier education in private English medium schools compared to students in the lower income bracket. Aikens & Barbarin (2008) recognized in the process of their investigation that children from low SES environments acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties. In a study by Palardy (2008), students from low-SES schools entered high school 3.3 grade levels behind students from higher SES schools. In addition, students from the low-SES groups learned less over 4 years than children from higher SES groups, graduating 4.3 grade levels behind those of higher SES groups.

#### Turnaround Schools

*Beyond Socioeconomic Status: The Impact of Principal Leadership in Urban and High Poverty Turnaround Schools* asserts that the quest to transform failing urban and high-poverty schools in America has been a slippery uphill battle since the banner of war was raised against the many schools serving impoverished children. As battle rages, a few are schools leading their students, teachers, parents, and community to victory by turning their once-failing schools into institutions of academic excellence. However, the shouts of victory and strategic planning that led to their success have been overlooked or relegated to mere happenstance. As these successful schools claim uncharted territories of success, a quick glance at the battlefield reveals the reality that the battle is not yet over, as the education of millions of children lies in waste: casualties of failing schools. Research has long concluded that effective schools are led by effective leaders (Adejumo, 2017; Dow & Oakley, 1992; Edmonds, 1979; Hallinger, 2003; Marzano, Waters, & McNulty, 2005; Weber, 1971). The short and powerful conclusion for systems that use turnaround intervention as a main strategy for improvement is that they at least get some improvement in achievement scores (though in these cases, it is a move from poor



scores to adequate ones). Moreover, and again in cases of apparent success, there was little increase in the internalized commitment of teachers to take responsibility for further improvement. The key to continuous improvement, according to Mintrop (2003), was “motivation and commitment to stay, which is strongly related to principal leadership, collegiality, and perceived skills of colleagues (Fullan, 2006).

Districts throughout the nation are engaged in comprehensive transformation to turnaround low performing schools. Standardized test scores are used to gauge student achievement; however, academic gains may lag behind leading indicators such as improved school climate and effective leadership. In May and Sanders’ study, they examine 16 underperforming schools to discover what factors may be considered leading indicators. Turnaround and traditional schools were compared on three factors: leadership, climate and achievement. Assessment tools included the Multifactor Leadership Questionnaire (MLQ) (Avolio & Bass, 2004), standardized assessments, and participant ratings of overall school climate on an A to F grading scale. Findings show that turnaround teachers rated their leader significantly higher on all MLQ subscales and assigned significantly higher climate "grades," to their schools than traditional school teachers, but demonstrated no significant academic gains. The authors assert that leading indicators may be indicative of the future growth of lagging indicators such as test scores, and should be considered benchmarks in the transformation process (May & Sanders, 2013).

Because most of the research on organization turnaround has taken place in non-educational settings, there is very little research on organizational turnaround in schools. There is also very little insight into the effectiveness of school leadership’s implementation of the (8) *RAC Turnaround Principles*. Data indicates that significant numbers of schools are not

successful at closing the achievement gap in high need populations. Despite this phenomenon, there are a few schools that manage to improve student learning (Ma, 2016). Therefore, the goal of this qualitative case study is to explore with principals and teachers, their perceptions about the leadership characteristics, skills, and practices that attribute to the turnaround of low performing schools. The rationale for this study emanates from the belief that all schools need strong educational leaders and that authentic school leaders have a skill set that makes them successful at turning around failing schools. It was the researcher's assumption that identifying these characteristics, skills, and practices in relation to *RAC's (8) Turnaround Principles* would increase the potential for placing effective principals in the state's highest needs population (Ma, 2016).

### Leadership Driven by Data

Each principal will have to answer the question. Did my leadership make a difference in improving the academic achievement and social and emotional well-being of students (Tirozzi, 2001)? Educators have gotten little useful guidance about the data they should be collecting and which data would deliver the biggest bang for our buck (Benjamin, 2014). In order to create long-term change, school leaders should foster a school culture that understands and values data (Lange, C., Range, B., & Welsh, K., 2012; Abbott & McKnight, 2010; DuFour, 2002; Kowalski et al., 2008; Park & Datnow, 2009; Schmoker, 2004). School leaders play a vital role when implementing data-driven decision making processes within schools (Lange, C., Range, B., & Welsh, K., 2012; Abbott & McKnight, 2010; Kowalski et al., 2008; Park & Datnow, 2009; Picciano, 2006; Hamilton et al., 2009).

Principals expecting to utilize data-driven decision making processes benefit from the formation of a leadership team (Lange, C., Range, B., & Welsh, K., 2012; Abbott & McKnight,

2010; Bernhardt, 2004; Boudett et al., 2006; Marzano et al., 2005; Park & Datnow, 2009; Hamilton et al., 2009; Zepeda, 2004). In conjunction with the leadership team, school leaders should ensure they establish clear purposes for data usage that are rooted in the goals and vision of the school (Lange, C., Range, B., & Welsh, K., 2012; Bernhardt, 2007; Kowalski et al., 2008). Additionally, the recently passed Every Student Succeeds Act (ESSA, 2015) moves education further along the path toward becoming the evidence-based and data-driven profession that policy makers have continually called for. They have stressed the need for hard evidence to undergird educational decisions rather than relying on anecdotes and intuitions (Mandinach et al. 2016).

### Leadership Driven by Vision

In the literature concerning leadership, vision has a variety of definitions, all of which include a mental image or picture, a future orientation, and aspects of direction or goal. Vision provides guidance to an organization by articulating what it wishes to attain. It serves as "a signpost pointing the way for all who need to understand what the organization is and where it intends to go" (Nanus, 1992). By providing a picture, vision not only describes an organization's direction or goal, but also the means of accomplishing it. It guides the work of the organization. Seeley (1992) describes vision as a "goal-oriented mental construct that guides people's behavior." Vision is a picture of the future for which people are willing to work (Méndez-Morse, 1993).

Visionary organizations are capable of learning and adapting to change. Sony, for instance, is a learning organization. It learns from its highly regarded research staff, from its production workers, sales staff, engineers, and managers. It learns from people outside the corporation, too – from its customers and dealers, from its major suppliers, from scientists at

universities, securities analysis, industry publications, professional conferences, and trade fairs around the world. The learning takes place not just at the top, but at every level in the organization. Learning is everybody's business, and the result is one of the most innovative visionary companies in the world (Nanus, 1992). A learning organization is one which, as a corporate entity, constantly learns from its past and present experiences and its contemplation of the future, and consciously uses these learnings to continuously change and adapt in such a way as to maximize outcomes in terms of its purpose in its constantly changing environment (Kurland, et. al. 2010).

The Consortium for School Networking (2005) asserts, "A learning organization identifies successful practice to encourage its spread and seeks out the root cause of poor performance in order to improve. School boards, superintendents and principals set goals and manage expectations. Administrators, site specialists and teachers have permission to ask questions, make mistakes, share them and learn from them." At school working and learning merge, teachers engage in both task performance and in learning about their performance, while learning occurs in very close proximity to performance.

Kurland and Hertz-Lazarowitz (2006) identified four organizational learning mechanisms in elementary schools: (1) Staff involvement. (2) Evaluation. (3) In-school professional development. (4) Information management (Kurland et. al. 2010). The Education Commission of the State of Denver, CO has a 1992 publication entitled, "Creating Visions and Standards to Support Them". The publication states, "Experience show that the most effective organizations are those with a clear, purposeful vision. Some of America's most successful companies – Johnson & Johnson, Hewlett Packard, Procter & Gamble - have built their organization around statements of belief that define their basic goals and guide decision making." It continues,

“Vision gives reform direction. Significant change in our education system can occur only if we have a clear sense of where we are going – of what we want students to know and be able to do and of what kind of education system will support the kind of learning we want from students.” It additionally says, “A vision-setting process can and should be designed to meet the needs of the community or organization it is designed to serve,” and furthermore, “A vision should focus on desired outcomes. It also should be inspirational and compelling. A vision should make people think about how the world can be different if they are willing to change the way the education system operates. At its core, a vision is an expression of community values. It should reflect those values and beliefs that bind a community together and define its shared responsibility to students.”

### The Impact of Environmental Perception

Ko and Sammons, 2013 identify a number of characteristics of [effective] schools, suggesting they: (1) establish consistency in teaching and learning across the organization; (2) engender a culture of professional debate and developmental lesson observation; (3) rigorously monitor and evaluate what they are doing; (4) prioritize the teaching of literacy, especially in a child's early years; and (5) focus on the needs, interests and concerns of each individual learner. Conversely, studies indicate poor organizational culture and climate not only negatively affect workers and impede the implementation of new interventions but also adversely impact clients' outcomes (Wolf, Patterson, et al., 2014; Glisson, Dukes, & Green, 2006; Glisson & Green, 2006; Hemmelgarn, Glisson, & James, 2006; Patterson, in press; Patterson, Dulmus, & Maguin, 2012; Patterson, Maguin, Dulmus, & Nisbet, 2013). Additionally, culture is defined as the organizational norms and how things are expected to be done within an organization (Wolf, Patterson, et al., 2014; Glisson, 2007; Glisson & James, 2002; Schein, 2010; Zohar & Hofmann,

2012). Organizational climate, on the other hand, is the perceptions and exclusive property of the individual worker (Wolf, Patterson, et al., 2014; Glisson & James, 2002; James & Sells, 1981; Schneider, Ehrhart, & Macey, 2011). Climate is a shared perception between individuals within an organization and how the working environment affects these individuals (Wolf, Patterson, et al., 2014; Glisson, 2007). An organizational work climate is defined as the shared perceptions of procedures, policies, and practices, both formal and informal, of the organization (Simha & Cullen, 2012; Reichers & Schneider, 1990; Schneider, 1975, 1983). There are many work climates: innovation climates (e.g., Agrell & Gustafson, 1994; Klein & Sorra, 1996), creativity climates (e.g., Gilson & Shalley, 2004; Mumford, Scott, Gaddis, & Strange, 2002), communication climates (Forward, Czech, & Lee, 2011; Guzley, 1992), warmth and support climates (e.g., Field & Abelson, 1982), diversity climates (e.g., McKay, Avery, & Morris, 2009), justice climates (e.g., Dietz, Robinson, Folger, Baron, & Schultz, 2003; Liao & Rupp, 2005), involvement climates (e.g., Chen, Lam, & Zhong, 2007; Richardson & Vandenberg, 2005), and safety climates (e.g., Hofmann & Mark, 2006; Hofmann & Stetzer, 1998; Zohar, 2010).

In short, organizational identity is influenced by factors internal to an organization, such as members' workplace experiences, and factors external to an organization, such as its image in the eye of external constituencies (Jo et al., 1997). Shafer adopts the classic Victor and Cullen (1987, 1988) conceptualization of organizational ethical climate, which views the perceived climate as a reflection of management's attitudes and behaviors toward ethics. Shafer argues that, when employees perceive an unethical climate or tone at the top in the organization, they are likely to minimize the importance of corporate ethics and social responsibility in order to justify or rationalize aggressive earnings management decisions.

In contrast, if employees perceive that the ethical climate in their organization is relatively positive or supportive of ethical/socially responsible behavior this should increase their perceptions of the importance of ethics and social responsibility and accordingly lead to more ethical reporting decisions (Shafer, 2015). Lastly, prior research reveals that the nature of a person's work environment strongly affects the extent to which individuals feel connected to their organization or work group (for an overview, see Meyer et al., 2002). In particular, collaborative work relationships, opportunities for employee participation and communication, and organizational support all enhance organizational commitment (Bogaert et al., 2016; see also Meyer et al., 2002; Sheridan, 1992).

### Analytical Framework

The previous section described studies about how SES impacts student achievement, on the potential impact of turnaround principles on student achievement, on the impact of leadership using data to drive his or her vision, on the impact environmental perceptions have on student achievement, and on the theoretical framework, which ties the variable that impacts student achievement to the leadership style. The next section provides discussion on the theoretical perspective the researcher has selected for this study: Bolman and Deal's four frames or styles of organizational leadership. In order to properly frame the experiences of the participants in this study, it is necessary to look to the theoretical framework that has been found to be useful when examining the leadership style.

The theory accounts for how leadership style manifests in the ScIP's decision and collegial interactions, which in turn creates a perception that resides in the individuals these leaders both directly and indirectly impact. The theoretical framework will guide the researcher in an effort to frame an understanding of the indirect impact of the ScIP's style on student

achievement. The following is a brief overview of the theory and how it informs the way the data in this study was analyzed as well as how the findings were presented.

### ***Four Frames/Styles of Organizational Leadership***

[The] four frames are rooted in both managerial wisdom and social science knowledge. The structural approach focuses on the architecture of organization – the design of units and subunits, rules and roles, goals, and policies. The human resource lens emphasizes understanding people – their strengths and foibles, reason and emotion, desires and fears. The political view sees organizations as competitive arenas of scarce resources, competing interests, and struggles for power and advantage. Finally, the symbolic frame focuses on issues of meaning and faith. It puts ritual, ceremony, story, play, and culture at the heart of organizational life (Bolman & Deal, 2013).

It must be noted, Donald Clark (2015) “Leadership Models” characterization of the frames supports the following outline for the Four Frames/Styles *See Figure 1*:

***FIGURE 1 - Four Frames of Organizational Leadership***

Characteristics	Frames		Characteristics
Identify key voters Alliance	Political Framework	Human Resource Framework	Core of the institution is its members Accreditation Footman
Obstacle based Development Reasoning Composition	Structural Framework	Symbolic Framework	Motivation Foreseer Perceptive

*Figure 1.* This table is an adaption of characteristics that provide explanation for each of Bolman & Deals’ four frames. Retrieved August 15, 2015 from “Leadership Models” by Donald Clark, from <http://www.nwlink.com/~donclark/leader/leadmodels.html>. Copyright 1997 by Donald Clark.



## ***The Structural Frame***

Bolman and Deal (2003) provide two main intellectual roots for the structural frame. The first is the maximum efficiency work most prominently explored by Frederick Taylor (1911) using scientific management. The second root stems from the work describing bureaucracies by Max Weber (1922).

According to Bolman and Deal (2003), "...the structural perspective champions a pattern of well-thought out roles and relationships" (p. 45). Six core assumptions provide the basis for the structural frame (Bolman & Deal, 2003):

1. Organizations exist to achieve established goals and objectives.
2. Organizations increase efficiency and enhance performance through specialization and a clear division of labor.
3. Appropriate forms of coordination and control ensure that diverse efforts of individuals and units mesh.
4. Organizations work best when rationality prevails over personal preferences and extraneous pressures.
5. Structures must be designed to fit an organization's circumstances (including its goals, technology, workforce, and environment).
6. Problems and performance gaps arise from structural deficiencies and can be remedied through analysis and restructuring. (p. 45)

By defining organizational goals, dividing people into specific roles, and developing policies, rules, and a chain of command; the structural frame can be traced to both the classical organizational theory with some influence from the organizational behavior perspective (Bolman & Deal, 1984). Durocher (1996) added that the structural frame depends on a belief that

organizations operate rationally, with certainty, and predictably once the right structure is employed. Durocher (1996) also states that such predictability and rationality applies to the behavior of individuals in the organization. Bolman and Deal (2003) further described the structural leader as a sort of social architect whose basic challenge was to “attune structure to task, technology, environment” (p. 16).

### ***The Human Resource Frame***

The human resource frame is concerned with how characteristics of organizations and people influence what they do for one another (Bolman & Deal, 2003). This focus on needs can be traced to the human resource theory. Bolman and Deal (2003) cite both Maslow’s (1954) hierarchy of needs, which is used to study how humans intrinsically partake in behavioral motivation, and McGregor’s (1960) Theory X and Theory Y, which delves into the concept of human work and management. These theories are major influences on this frame. Bolman and Deal (2003) list the following as core assumptions for the human resource frame:

1. Organizations exist to serve human needs rather than the reverse.
2. People and organizations need each other. Organizations need ideas, energy, and talent; people need careers, salaries, and opportunities.
3. When the fit between individual and system is poor, one or both suffer. Individuals are exploited or exploit the organization – or both become victims.
4. A “good fit” benefits both. Individuals find meaningful and satisfying work, and organizations get the talent and energy they need to succeed. (p. 115)

The core assumptions that make up the foundation of the human resource frame point to the origins of the human resource theory. These assumptions clearly respect the nature of individual needs, how those needs serve to motivate, and the value of honoring individual needs to fit the

organization. Human resource leaders lead through empowerment (Bolman & Deal, 2003). By doing so, these leaders attempt to “align organizational and human needs” (Bolman & Deal, 2003, p. 16).

### ***The Political Frame***

The political frame is rooted in the power and politics organizational theory, which describes organizations as places where power is exercised in the allocation of scarce resources (Durocher, 1996). The source of this power is found through authority, expertise, controlling rewards, and personal power or characteristics (such as charisma, intelligence, communications skills, etc.) (Bolman & Deal, 1984). The political frame operates based on five basic assumptions (Bolman & Deal, 2003):

1. Organizations are coalitions of diverse individuals and interest groups.
2. There are enduring differences among coalition members in values, beliefs, information, interests, and perceptions of reality.
3. Most important decisions involve allocating scarce resources – who gets what.
4. Scarce resources and enduring differences make conflict central to organizational dynamics and underlie power as the most important asset.
5. Goals and decisions emerge from bargaining, negotiation, and jockeying for position among competing stakeholders. (p. 186)

Bolman and Deal (2003) conclude, “Organizations are both arenas for internal politics and political agents with their own agendas, resources, and strategies” (p. 238). They also state that organizational effectiveness depends on political skill and the ability to determine when to consider an open and collaborative approach or to use a more adversarial strategy. Understanding the political realities of a situation calls for the leader to consider the potential for “collaboration,

the importance of long-term relationships, and most important their own values and ethical principles” (Bolman & Deal, 2003, p. 220).

### ***The Symbolic Frame***

The symbolic frame had its roots in the organizational culture theory. It focuses on how people “cope with confusion, uncertainty, and chaos” (Durocher, 1996, p. 35). The central themes for this frame are meaning, metaphor, ritual, ceremony, stories, belief, and faith (Bolman & Deal, 2003). There are several core assumptions that define the symbolic frame (Bolman & Deal, 2003):

1. What is important is not what happens but what it means.
2. Activity and meaning are loosely coupled; events have multiple meanings because people interpret experience differently.
3. In the face of widespread uncertainty and ambiguity, people create symbols to resolve confusion, increase predictability, find direction, and anchor hope and faith.
4. Many events and processes are more important for what is expressed than what is produced. They form a cultural tapestry of secular myths, heroes, and heroines, rituals, ceremonies, and stories that help people find purpose and passion in their personal and work lives.
5. Culture is the glue that holds an organization together and unites people around shared values and beliefs. (pp. 242-243)

The organizational culture theory is present in these assumptions. Specifically, the symbolic frame addresses the leader’s need to create the culture of the organization (Schein, 1985). In addition, the leader who defines the culture becomes a symbol that provides value to the organization through ritual and ceremony (Deal and Peterson, 1991). The image of the symbolic

leader is an inspirational one. In a world of uncertainty and chaos, the symbolic leader is challenged to create faith and meaning through the use of symbols (Bolman & Deal, 2003).

### Summary

This is a case study of a turnaround high school's SCIP member's perception of RAC's practices and processes. In this study, the four frames will help to provide insight regarding the SCIP's leadership style. The reason why the researcher is utilizing the frames is because "[each] frame is a mental model – a set of ideas and assumptions – that [individuals] carry in [their] head to help [them to] understand and negotiate a particular 'territory.'"

"Bolman and Deal (1991, 1992a, 1992b) and Bolman and Granell (1999) studied populations of managers and administrators in both business and education. They found that the ability to use multiple frames was a consistent correlate of effectiveness," and "Bensimon (1989, 1990) studied college presidents and found that multiframe presidents were viewed as more effective than presidents wedded to a single frame." So, quintessentially when the frames are adapted as a whole, they make for an efficient leader.

The researcher intends to identify the frame(s) within the turnaround efforts.

### Chapter III

## METHODOLOGY

### Introduction

The methodology, research design, and rationale for the analytical framework will be introduced in this chapter. Specifically, the sampling and selection of study participants will be described. Next, the methods for data collection and data analysis are also discussed in this chapter. Furthermore, the following research questions will guide the study:

1. How do SciP members describe the teacher's use of data (Structural)?
2. How do SciP members describe efforts to empower stakeholders (Human Resource)?
3. How do SciP members describe the formation and/or maintenance of the curriculum (Political)?
4. How do SciP members describe the principal's vision (Symbolic)?

### Case Study School Background, Research Design & Methodology

The initial school, which will be referred to as *School No Go*, identified for this study was a traditional high school. The researcher was originally only looking at traditional high schools, and created ***Appendix C – RAC 2012 List and RAC 2017 List Comparison of Traditional High Schools ONLY***, which narrowed the list of 2012 RAC schools to a collection of traditional high school that were underperforming and underprivileged in 2012, but saw positive growth by 2017. The data revealed that 11 traditional high schools in 2012 saw positive growth by 2017. The lack of designation was determined, because in 2012, these schools were either deemed “focus” or “priority” and were not listed on the 2017 RAC list.

However, a “nontraditional” performing arts middle/high school emerged as the case study school even though it had an original designation on the 2012 RAC list as a “priority – SIG School,” and also maintained its designation on the 2017 list as a “priority – SIG School – Cohort 2”. As a result of the district representative informing the researcher that the state required *School No Go* to retain its RAC designation, the district representative informed the researcher of the district’s performing arts middle/high school that fit most of the researcher’s criteria of positive growth, because as noted, the performing arts middle/high school was designated a RAC “priority” school in 2012, but was not release from its designation until 2018.

Although the school is not a traditional high school nor is it a school that has made positive growth within the 2012-2017 timeframe, the story of growth for this school is still significant since the school is an underperforming underprivileged high school that *has* made positive growth. Therefore, this “nontraditional” performing arts high school became the case study school that was the driver of this research.

The case study’s school district has approximately 10,000 students housed in 22 schools; the district serves preschool to 12th grade students. From the years 2011-2017, 93.65% of the students were Black/African American and 5.85% of the students were Hispanic. The case study school’s average 4-year graduation rate from 2011-2017 was 96.45%, while the school district’s average 4-year graduation rate within that time span was 71.95%. The state’s average 4-year graduation rate in that time span was 87.995%. Additionally, the free lunch rate was 64.93% from 2011-2017.

**Table 3 – Enrollment & Free Lunch Data**

Enrollment & Free Lunch Data				
Year	Total Enrollment	Black Enrollment	Hispanic Enrollment	Free Lunch Total
<b>2017-2018</b>	9,072	8,252 91%	723 8%	5,283 58.2%
<b>2016-2017</b>	8,996	8,279 92%	655 7.3%	5,265 58.5%
<b>2015-2017</b>	9,219	8,567 92.9%	590 6.4%	5,932 64.3%
<b>2014-2015</b>	9,550	8,944 93.7%	550 5.8%	7,019 73.5%
<b>2013-2014</b>	9,460	8,913 94.2%	503 5.3%	6,647 70.3%
<b>2012-2013</b>	9,658	9,134 94.6%	494 5.1%	6,869 71.1%
<b>2011-2012</b>	9,709	9,245 95.2%	444 4.6%	5,780 59.5%
<b>2010-2011</b>	9,944	9,507 95.6%	429 4.3%	6,346 64%

Note. State of New Jersey’s Department of Education Assessment Reports for years 1996 to 2014 (1996-2017).

As noted, within *New Jersey Department of Education’s Final list of Priority, Focus, and Reward schools Published April 2012*, the case study school was designated a “Priority” SIG School and remained on the *New Jersey Department of Education Office of Comprehensive Support Priority and Focus school list Updated 9/5/2017* as a designated “Priority” SIG School within cohort 2. However, the case study school made positive growth to “no designation” at the end of the 2017-2018 school year. The table that follows not only depicts why the case study school was designated a RAC “priority” school, but also depicts both black female and black male students’ average proficiency rate on the Mathematics section of the High School Proficiency Assessment (HSPA) from 2007-2011. The RAC designation is the result of black male students consistently scoring below the HSPA Mathematics proficiency score with the exception of the years 2009 and 2011.



**Table 4 – 2007-2011 HSPA Assessment Data**

<b>Case Study School's 2007-2011 Assessment Data</b>		
<b>Year</b>	<b>English/Language Arts (ELA)</b>	<b>Math</b>
2011 – Schoolwide Data	223	214.7
2011 – Female Data	229.6	219
2011 – Male Data	216.2	209.7
2010 – Schoolwide Data	215	*199.9
2010 – Female Data	219.5	202.1
2010 – Male Data	209.6	*197.3
2009 – Schoolwide Data	213.5	*199.7
2009 – Female Data	216.3	*195.6
2009 – Male Data	210.1	202.9
2008 – Schoolwide Data	206.3	*187.3
2008 – Female Data	212.5	*191.3
2008 – Male Data	*199.5	*182.9
2007 – Schoolwide Data	216.7	203.1
2007 – Female Data	221.4	205.8
2007 – Male Data	209.7	*199.1

*\*Did not meet proficiency*

Note. State of New Jersey's Department of Education Assessment Reports for years 1996 to 2014 (1996-2017).

The case study school is an urban and formerly Abbott RAC high school. The school has had “low assessment data”, and as a result this school was among the lowest performing schools in the state. The research design was a case study, because the researcher conducted semi-structure interviews, and analyzed interviews in an effort to collect data on the SCIP's

implementation of RAC's (8) Turnaround Principles and Bolman and Deal's Frames. In order to conduct this study, the (4) frames: symbolic, political, structural, and human resource were clearly defined and segmented in such a way to create a paradigm for the ideologies about the principal's capacity to lead, and therefore, is a tremendous reflection tool for anyone in a leadership position.

There were a total of 6 participants. These participants were one of three or four annual members of the ScIP at some point since its implementation at the onset of the 2012-2013 school year. The acting Principal has seen the entire process through, because she has been in the school since August of 2011 and remained as the acting Principal at the time of this study, and at the time of this study she had 24 years of educational experience. The six willing participants consisted of Administration, Coaches, and Teachers:

1. Gym Teacher,
2. Data Coach,
3. Literacy Coach,
4. Language Arts Teacher,
5. Current Vice Principal, and
6. Principal

The school had 72 classroom teachers and support staff. The ratio of black staff to white staff was even, while the rest of the district comprised of approximately 97% black staff. The school had a fluctuating enrollment of about 750 students. The case study school's ScIP initially went through the QSR, which inspired a full Leadership Committee that infused smaller committees into a larger committee. The ScIP alone helped with building the Professional Development Plan (PDP), and they were charged with maintaining its progress. The ScIP only needed to meet two times a year, but met more like 4 to 5 times a year for 60 minutes to 2 hours. When reviewing the PDP for the end of the year review, the team assessed what was done, what needed to be done, what worked, and what did not work in an effort to develop the next school

year's goals for teachers and to align teacher's PDP with the schoolwide PDP. These goals led to internal Professional Development. Additionally, the ScIP transposed to the Leadership Team, which comprised all six of the study's participants. The Leadership Team met weekly.

### Instrumentation and Protocols

The instrumentation for the study was a semi-structured personal interviews and interview analysis. According to Bromley (1990), it is a "systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest" (p. 302). The unit of analysis can vary from an individual to a corporation. While there is utility in applying this method retrospectively, it is most often used prospectively. Data come largely from documentation, archival records, interviews, direct observations, participant observation and physical artifacts (Yin, 1994). Donna M. Zucker's (2009) and Kirk A. Zeeck's (2012) dissertations inspired the methodology used in this study, and as a result, the researcher employed a case study through personal memos- to-self and in-depth interviews to obtain the ScIP's perception of the turnaround efforts. The case study approach was used to understand the subjective aspects of these participants' frames of reference. The purposes of case study research may be exploratory, descriptive, interpretive and explanatory (Mariano, 2000). Articulating the purpose of the research informed the remainder of the case study design. Therefore, the researcher conducted interviews and analyzed interviews to draw out rich descriptions and deep meaning from the participants as they described the nature of their experience with the turnaround efforts in relation to the (8) turnaround principles and (4) frames.

The researcher wrote memos-to-self based on the loose transcriptions of the ScIP participants interview *See Appendix D*. Memos-to-self were written using the researcher's home computer and supplemented participants' interview data, which was collected in a survey and

automatically calibrated to a data sheet. These memos-to-self were analyzed for commonalities and differences *See Appendix E*. Additionally, the researcher took anecdotal notes based on her findings.

The researcher consulted the school principal for the members of the ScIP. After which, the researcher began the participant selection by emailing a letter to the perspective participants *See Appendix F*. The letter introduced the researcher; it stated the purpose of the study; it described the research and clarified the procedures, confidentiality, and risks and benefits. Any risk to the perspective participants were minimal, as they disclosed personal information only if they chose to do so, and they were informed that they can withdraw from the study at any time and have their data destroyed. The letter also informed the perspective participants of an upcoming telephone call from the researcher within a week of receiving the letter. The intention of the telephone call was to review the purpose of the study, answer their questions, ask for their participation and, if they were willing to participate, interview details were given: date, time and location (**NOTE:** The location was in the school). The researcher recommended the location be quiet – ideally the school library.

Researchers recommend completing an informed consent form immediately after establishing the research procedures, but before data collection begins (Rudestam & Newton, 2001). Therefore, a follow up letter was emailed to all perspective participants who verbally gave their permission to participate in the study *See Appendix G*. The email thanked them for their willingness to participate; it asked them to complete a brief biographical questionnaire and to review the informed consent form prior to meeting with the researcher *See Appendix H*. It also confirmed the date, time, and location of the interview. The elements of the informed consent form were as followed: who is conducting the study, why the participants were chosen,

purpose of the study, time commitment, benefits to be expected, potential risks and how they are managed, voluntary nature of the study, confidentiality, debriefing, contacts and questions, and a copy of the informed consent form was provided to them for their records.

The researcher met with each participant at the agreed upon time and location for the initial in-depth, 45-60 minute open-ended interview *See Appendix I*. The researcher reviewed the purpose of the study, procedures, risks and benefits, and confidentiality as outlined in the initial letter. The researcher verbally went over the informed consent form with each participant making sure they understood what they were agreeing. Following this explanation, each participant was asked to sign the consent form acknowledging they fully understood the study. The researcher collected the completed biographical questionnaire, which automatically calibrated to a data sheet and began building rapport by reviewing the information they provided.

The researcher referenced Grant McCracken (1988) in *The Long Interview* in her use of the nondirective, grand-tour questions and floating prompts to guide her questioning. It was important to use these questions as a guide for key aspects only. The questions supported the participants' thinking process, but the true essence derived from the experiences these ScIP members shared during the flow of conversation. Grand-tour questions were phrased in a general and nondirective manner allowing respondents to share unique experiences in their own terms. Although the grand-tour questions were scripted, conversations were flexible and adaptable and allowed the researcher to investigate each participant's unique experience. Grand-tour questions generally focused on the following topics: tone, mood, structure, capacity and connectivity.

All interviews were audio recorded in order to capture exact language and intonation. The researcher transcribed the audio recordings to ensure quality. At the emailed request of the

participant, and within a week of the interview, he or she was provided a copy of the transcript to guarantee accuracy. If the request was made, and participants were provided a copy of the transcript, a follow up telephone call was made to participants to allow them to state concerns, make corrections, or ask questions. In addition, the researcher read through the transcripts for understanding. Finally, a thank you note was sent to all participants *See Appendix I*. All data, including audio recordings and their transcriptions, was saved on a secure password protected computer and backed up on a secure external hard drive. Only the researcher and the researcher's dissertation advisor were able to access this data.

### Population and Sample

The population for this study was (6) current and former members of the ScIP; they additionally had direct access to the data collected on the effectiveness of the leadership, the instructional staff as well as the students' performance on assessments.

### Data Collection

Moustakas' (1994) ideas in Creswell's *Qualitative Inquiry and Research Design* are good recommendations for researchers to keep balance between subjectivity and objectivity. He said that "establishing the truth of things" begins with the researcher's perception. The researcher must reflect, first, on the meaning of the experience for herself; then she must turn outward, to those being interviewed, and establish "intersubjective validity," the testing out of this understanding with other persons through a back-and-forth social interaction. But the researcher need not stop at this point. Like Zeeck (2012), who used Moustakas' (1994) horizontalization method, the researcher first listed all statements relevant to the participant's experience. In this process, each comment holds equal value. Second, the researcher listed all non-overlapping,

non-repetitive statements. These statements are the invariant horizons of the experience *See Appendix D*. Third, the researcher grouped invariant horizons into themes *See Appendix E*. Fourth, the researcher used the invariant horizons and themes to construct an individual textural description of each participant's experience, including verbatim examples; this can be found in the following "Themes" section. Fifth, the researcher constructed an individual structural description of each participant's experience drawn from the individual textural description and imaginative variation. Sixth, the researcher constructed a textural-structural description of the meanings and essences of each participant's experience, including the invariant constituents and themes. Finally, the researcher used the individual textural-structural descriptions to develop a composite description of the essences of the experience for all participants as a whole. This description was the heart of the lived-experience – as both Moustakas (1994) and Zeeck (2012) suggest in their use of this method.

**Table 5 – Data Collection/Analysis Process**

<b>Data Collection/Analysis Process</b>		
<b>Step</b>	<b>Collection Method</b>	<b>Definition, Example, or Description</b>
<b>Step 1</b>	List all statements relevant to the participant's experience	***
<b>Step 2</b>	List all non-overlapping, non-repetitive statements	***
<b>Step 3</b>	Group invariant horizons into themes	Invariant horizons point to the unique qualities of an experience that stand out (Moustakas, 1994).
<b>Step 4</b>	Use the invariant horizons and themes to construct an individual textural description of each participant's experience, including verbatim examples	Structural theme #1: Perceptions of cultural difference (attitude, knowledge) <ul style="list-style-type: none"> <li>a. Textural theme: Perceptions of American culture and communication</li> <li>b. Textural theme: Perceptions of European culture and communication</li> <li>c. Textural theme: Perceptions of differences between the educational cultures</li> </ul>
<b>Step 5</b>	Construct an individual structural description of each participant's experience drawn from the individual textural description and imaginative variation	
<b>Step 6</b>	Construct a textural-structural description of the meanings and essences of each participant's experience	
<b>Step 7</b>	Use the individual textural-structural descriptions to develop a composite description of the essences of the experience for all participants as a whole	A composite description is a first-person narrative that expresses insight gleaned from the participants' experience in a way that will add to the research (Wert, et. al., 2011).

## Limitations, Reliability, and Validity

The researcher understood that the single case study school's sample size was small, and since perception is a human experience that can be both subjective and temperamental, the researcher was not certain of the level of reliability from each participant. Additionally, the researcher was not certain of the degree of honesty each participant would impart. Furthermore, the researcher was aware that interview questions, interview responses, document analyses, and observations might not fully encapsulate the essence of the leadership's turnaround efforts, and it must be noted that a performing arts school has characteristics that might contribute to variables.

## Themes

After completing Steps 1-7 in **Table 5**, the following ScIP descriptors and themes were identified, defined, and explained. The themes are presented in the order they are noted within **Table 6** below:

**Table 6 – Frequency of Major Themed Responses Deriving from Interview Questions**

<b>Major Theme One: Political Frame</b>			
<i>Research Question 1 – Principle #1: School Leadership</i>	Frequency (%)	<i>Research Question 7 – Principle #4: Curriculum, Assessment, and Intervention Systems</i>	Frequency (%)
Appointed Informer	4 (67%)	Career Technology Education (CTE) Program	3 (50%)
Appointed Influencer	3 (50%)	SAT & Tutoring	2 (33%)
ScIP Initiator	2 (33%)	Mayor's Mentorship Initiative	2 (33%)
Voted Members	2 (33%)	Staff Surveyed for Input	2 (33%)
		Social Emotional Learning (SEL)	2 (33%)
		Highly Qualified Teacher (HQT) Push In	1 (17%)
		Online Intervention Program	1 (17%)
<b>Major Theme Two: Human Resource Frame</b>			
<i>Research Question 5 – Principle #5: Staffing Practice</i>		<i>Research Question 4 – Principle #3: Effective Instruction</i>	
Loss Staff to Staff's Growth	6 (100%)	Revisit School Improvement Plan (SIP) or Professional Development Plan (PDP)	5 (83%)
Loss Staff to Staff's Transfer	5 (83%)	Creating Professional Development, Conducting a Book Study, and Cultural Relevancy	3 (50%)
Retained Staff w/ Professional Growth	4 (67%)	Surveying Teachers/Students	2 (33%)
Retained Core Staff	3 (50%)		
Loss Staff to Retirement	2 (33%)		
<b>Major Theme Three: Structural Frame</b>			
<i>Research Question 2 – Principle #6: Enabling the Effective Use of Data</i>		<i>Research Question 3 – Principle #7: Effective Use of Time</i>	
Analyzing English Language Arts (ELA) and Math Assessment Data	5 (83%)	Content Area Common Planning Time (CPT)	6 (100%)
Interpreting Building Common Assessments	2 (23%)	Collaborate	4 (67%)
Planning Culturally Relevant Instruction	2 (23%)	Professional Development (PD) & Professional Learning Community (PLC)	4 (67%)
HQT Push In	1 (17%)	Horizontal and Vertical Articulation	3 (50%)
		Team Meetings	2 (30%)
		Extra Preparation Period for ELA and Math	1 (17%)
<b>Major Theme Four: Symbolic Frame</b>			
<i>Research Question 6 – Principle #8: Effective Family and Community Involvement</i>		<i>Research Question 8 – Principle #2: School Culture &amp; Climate</i>	
Parent Corner	6 (100%)	Student Centered Instruction	4 (67%)
Mayor's Mentorship Initiative	1 (17%)	Scheduling	2 (50%)
		Transparency	2 (33%)
		Stakeholder Collaboration	1 (33%)



### *ScIP Descriptors*

1. Appointed Informer: An “appointed informer” is a member that either the principal appointed or the staff selected, because of their knowledge with data, content, and/or pedagogy.
2. Appointed Influencer: An “appointed influencer” is a member ScIP member appointed onto the panel as a result of his or her influence and ability to get staff to “acquiesce” because of their experience, their rapport, and their approachability.
3. ScIP Initiator: A “ScIP Initiator” is the member that started the ScIP at the school, so responses noted the member who initiated the ScIP.
4. Voted Member: A “voted member” is a member that the staff selected through staff survey.

### *Themes Derived from Interview*

5. Career Technology Education (CTE): In respect to how participants referenced “CTE” within the interview, it is a program where the local college partners with the case study school to employ professors as instructors within the case study school, so its students can receive college credits.
6. SAT & Tutoring: Similar to CTE this partnership involves the local college’s support. In this case, the instructors provide(d) instruction to prepare students for the SAT.
7. Mayor’s Mentorship Initiative: The extent of the “Mayor’s Mentorship” was discussion of his presence as a coordination with the community and the school. The Mayor hosted an address at the school and also mentors students within the school.
8. Staff Surveyed for Input: This can be defined as the administrative team seeking input from the staff by way of poll or survey. This is typically done electronically.

9. Social Emotional Learning (SEL): Responses that noted students' social emotional needs or students' mental health needs were coded as "SEL."
10. Highly Qualified Teachers (HQT) Push In: The "HQT Push In" initiative came from the data, which identified teachers who were struggling and successful with specific Math and ELA standards. The teachers identified as successful happened to be HQT teachers and were appointed to "push in" or in other words, provide additional instructional support to a struggling teacher. The instructional support the HQT teacher would provide would be modeling best practices for teaching and co-teaching as well as an additional teacher group during small group instruction.
11. Online Intervention Program: An "Online Intervention Program" can be described as an online method to scaffold students through standards, while also providing instant data on the students' understanding, so the teacher can make necessary adjustments to instruction.
12. Loss Staff to Staff's Growth: Staff that left the school or district as a result of a promotion from Teacher to Coach or Vice Principal or from coach to Supervisor or Vice Principal or from Vice Principal to Principal.
13. Loss Staff to Staff's Transfer: Staff that have been transferred or the principal transferred to other schools or districts.
14. Retained Staff with Professional Growth: Staff that stayed with the school even after having been promoted from Teacher's Assistant to Teacher or from Teacher to Coach or from Coach to Vice Principal.
15. Retained Core Staff: Staff that were part of the instructional staff prior to the principal's arrival; these staff members stayed after the principal's arrival and after

- the principal's implementation of new methodologies, and these staff members are currently members of the school staff.
16. Loss Staff to Retirement: Staff that retired since the principal's arrival.
  17. Revisit School Improvement Plan (SIP) or Professional Development Plan (PDP):  
Revisiting the SIP or PDP is denoted as the ScIP referencing previously established goals in an effort to assess the school's progress.
  18. Creating Professional Development, Conducting a Book Study, and Cultural Relevancy: Respondents noted a compiled response that included the implementation of professional development through a book study on cultural relevance.
  19. Surveying Teachers/Students: This denotes the professional growth being attributed to feedback from teachers and students through observation or survey.
  20. Analyzing English Language Arts (ELA) and Math Assessment Data: The "ELA and Math Assessment Data" is state data as well as district and school data that pinpoints how students are performing on ELA and Math standards.
  21. Planning Culturally Relevant Instruction: The term "Culture Relevant Instruction" expresses the idea that teachers consider student's experience when providing instruction to them in an effort to personalize it for the students,
  22. Interpreting Building Common Assessments: The "building common assessment" is an assessment that the staff creates and vets to be more rigorous than the district common assessments and just as rigorous as the state assessment. The building administers the assessment every other week. The data that is interpreted is used to plan ways to address concerns that arise from it.

23. HQT Push-In: This is the same as the previously noted “HQT Push-In.” The only difference is that it was mentioned for another question.
24. Content Area Common Planning Time (CPT): The “CPT” is scheduled time for teachers of like content area or like grade level to collaborate with the purpose of enhancing instructional practices.
25. Collaboration: Of the participants, (4) or 67% used the term collaboration to address this question. Collaboration was noted as a code, because the term was referenced by 67% of the participants for an interview question.
26. Professional Development (PD) & Professional Learning Community (PLC): The “PD” “learning communities” and “PLC” were noted to express time scheduled for collaboration or professional enhancement.
27. Horizontal and Vertical Articulation: The term expresses that when collaboration happens “horizontally” the planning involves teachers from the same content area and grade level, and when collaboration happens “vertically” the planning involves teachers from the same content area, but different and consecutive grade levels.
28. Team Meetings: The term is when the principal holds meetings with the ScIP.
29. Extra Preparation Period for ELA and Math: The scheduling of an extra prep period for ELA and Math was the result of the state’s focus on the two content areas, and as a result in order to improve data trends, the two content areas meet more frequently to plan and address content area concerns.
30. Parent Corner: The “Parent Corner” is an initiative the principal started immediately after she started as principal of the school. The initiative came parents raising concern to the Superintendent of School that the principal had been applying student-

centered learning, which to the parents seemed to mean that students were teaching themselves without the support of teachers. The Superintendent told the principal that either she adjust this perception or stop. The principal chose to adjust parents' perception by having monthly meetings where either she or her staff would present to parents: programs, data, and fun and supportive strategies for parents to apply during the Parent Corner with the hopes that parents would apply these strategies at home with their children. Parents are welcome to bring other children, and the principal provides dinner for all who come out during these meetings.

31. Mayor's Mentorship Initiative: This had been mentioned as a prior code and is essentially the same. The only difference is that it was also mentioned as a community program.
32. Student Centered Instruction: The meaning of this code is that students are the focus, so an observer of a "student-centered" classroom would see and hear more production from the students rather than hearing lectures from the teacher or seeing students idly sitting in aisles with the teacher front and center.
33. Scheduling: This code was an expression of how teacher's schedules impacting instructional supports for students, because of the way scheduling allows for teacher collaboration.
34. Transparency: The term "transparency" was noted to name what was an openness to express frustrations or to display every teacher's data in an effort not to put up a façade that would ultimately get in the way of authentic improvement.

35. Stakeholder Collaboration: The term “stakeholder collaboration” was noted to express what was noted as partnerships with parents that drew partnership with companies, which resulted in workshops for staff and students.

#### Trustworthiness

A pilot of the interview questions was given to (2) members of a New Jersey Public School’s ScIP; the pilot school was designated a RAC school in 2012 and in 2017 is no longer under RAC designation. The members completed the interview protocol as a pilot study/field test.

A field-testing of the interview protocol was done to gain more experience for the collection of this data set and to provide clarity for expectations for the interview. Once the instrument was piloted with a couple of members of the school’s ScIP, the interview questions were adjusted as appropriate. **Table 6** was created to determine if any trends existed that might be of benefit in understanding the impact the ScIP had on the school’s turnaround efforts. The researcher utilized the RAC’s (8) Principles and B&D’s (4) Frames. The table was created using this data for illustration purposes.

#### Summary

This study involved the ScIP; the focus of the research was to identify the practices and processes of the ScIP on the school’s turnaround efforts utilizing Bolman & Deal’s Frames and the RAC’s (8) Turnaround Principles. The participants’ perception was studied through semi-structured personal interviews.

As we learn more about effective leadership practices within RAC “focus” or “priority” schools and the roles and expectations of effective leaders on the impact of student achievement,

we may be able to better create the kind of environment envisioned by the Mintrop (2003). The results of this study will not be able to be extrapolated to other RAC “focus” or “priority” schools, but may provide a broad framework and a benchmark standard through which most RAC “focus” and “priority” schools with similar profiles can work to provide a greater sense of leadership for instructional staff and students alike.

## Chapter IV

### RESEARCH PARTICIPANTS & FINDINGS

#### Introduction

The purpose of this study was to explore a turnaround middle/high school and the way Bolman & Deal's (4) frames were manifested in the ScIP's responses to interview questions that contain components of the RAC's (8) turnaround principles. As illustrated in **Table 6**, the researcher extracted common responses to the study's (8) interview questions; the study's (6) participants' responses revealed common ideas and experiences. The responses to the interview questions provided the framework for this analysis.

This chapter consists of a description of the (6) study participants, including a biographic profile of each participant as well as the interview findings. Interviews were conducted with these (6) current and former ScIP members to gain insight about how their individual narratives contributed to a shared understanding of the effect leadership has on turnaround efforts. During the interview, each participant was asked the following questions that derived directly from the (8) *Turnaround Principles Appendix I*:

This chapter begins with an overview of the study; an explanation regarding the modifications to the research study; the (6) participants' profile summaries with a brief description of each of the participants. As a result of the coding scheme, this chapter additionally provides analysis to the research questions. Furthermore, the chapter provides analysis to the (8) interview questions that are composed from four major subthemes based on Bolman & Deal's (4) frames and the RAC's (8) Turnaround Principles.



### *Findings –*

The first of four major themes identified the ScIP's structural value: *How do ScIP members describe the teacher's use of data?* The participants' responses indicated that they adhere to pre-established action steps, which facilitated prioritizing collaboration, which fostered weekly horizontal and vertical articulation for the purpose of collecting and analyzing student data. Their collaboration created opportunity for them to create their own building common assessments, which they administered on a biweekly basis to provide insight for instruction with the goal to support the academic needs of students.

The second major theme described the ScIP's human resource value: *How do ScIP members describe efforts to empower stakeholders?* The participants' responses indicated that parents are a strong asset in cultivating achievement for their students. The *Parent Corner* was a vehicle for school officials to be both transparent with and inclusive of parents. The *Parent Corner* further provided parents the opportunity to have a voice in conjunction with school officials when making decisions for their children. The monthly parent gatherings also gave teachers the privilege to lead workshops with parents, which further emphasizes the idea of developing teacher leaders. Participants noted that through giving teachers the opportunity to facilitate workshops for parents, staff, and other educators at professional conferences both prepared and created teacher leaders. Additionally, the participants indicated that community leaders have been involved with the school in a mentorship capacity for students.

The third major theme explained the ScIP's structural value: *How do ScIP members describe the formulation and/or maintenance of the curriculum?* The participants' responses indicated the emphasis the school has on student scholastic opportunity. In order to support underperforming teachers, the leadership set up a co-teaching pair with a teacher proven to have

success in the area of the others disadvantage. The leadership takes student and staff input through surveys in an effort to make data driven decisions regarding the curriculum. In order to prepare students for college and career, the leadership acquired support for their Career Technical Education (CTE) program from local post-secondary institutions. As a result, students have been afforded an opportunity to earn college credit. In addition, participants discussed the SAT support and other tutoring opportunities students receive.

Lastly, the fourth major theme pinpointed the ScIP's symbolic value: *How do ScIP members describe the principal's vision?* The participants indicated the principal remains transparent in an effort to correct what might need correction or to identify what is working. The principal posts the school's collective data, and the teachers are required to post their individual data, so all stakeholders are aware of where they stand, and what needs to be done to continue to advance. The participants also noted the principal's belief that all voices have input, and she acquires insight from all stakeholders through surveys. Participants revealed that in order to look at data and make decisions to positively impact student achievement, the principal ensures that schedules allow for vertical and horizontal articulation. Additionally, participants note that instruction is student-centered, because it is focused on what students can be seen or heard doing and how the teacher facilitates these learning actions.

#### *Coding Scheme –*

The analyses are supported by direct quotes to encapsulate the gist of what the participants shared *See Table 7*. The following sections represent the collective narratives that these former and current ScIP members shared during their interviews. The researcher asked (8) questions that concurrently encompasses Bolman & Deals' (4) frames and the (8) Turnaround

Principles. The common responses among participants generated the following codes, which were guided by the (4) research questions:

***Table 7 – Coding Scheme***

1. How do SciP members describe the teacher’s use of data (Structural)?

<b>Open code</b>	<b>Properties</b>	<b>Examples of participants’ words</b>
Building Common Assessment	Simulating the NJSLA-PARCC More rigorous than the District Common Assessments Standard-based ELA & Math Assessment Data	“Math and ELA meet T/W/TH, and all other content areas only meets T & W. They meet for Team Meetings. This is an opportunity for horizontal and vertical articulation. The plan collaborative and review data from bi-weekly building common assessments and district assessments.”
Collaboration	Common Planning Time (CPT) Teachers and Coaches lead	“Data-driven instruction, teacher collaboration, is built into the culture - the expectation. Providing time to address expectations (PLC to talk about student data) and support (i.e. PD and training). Teachers follow RTI and gradual release model. Teachers model the skill to guided instruction to small group practice.”
Action Steps	Professional Development Plan Cultural Relevancy Culture & Climate Attendance	“Our school is just data-driven. Culture and climate, suspension referrals, attendance, academic: ELA and Math, PARCC; there has been great success with cutting down chronically absent students. Look at data, root cause analysis, look at standards, and provide PD; coaches collaborate on pacing curriculum, data coach meets with teachers after Building Common Assessments (bi-weekly).”

2. How do SciP members describe efforts to empower stakeholders (Human Resource)?

Open code	Properties	Examples of participants' words
Parent Corner	Principal's transparency Staff led workshops for parents Family friendly Question & Answer opportunity for parents Dinner provided	"So, I'm sure all of them said Parent Corner."
Mayor's Tie	Mentorship Community Service	"The principal has the Parent Corner; it's a performing arts school, so constant community involvement. Mayor's Clean Up [the City] Project; Food Drive for the holidays (i.e. baskets of canned goods)."
Develop Teacher Leaders	Teacher led Professional Development Teacher led conferences Book study Professional Learning Communities	"The principal brought in two vice principals at different time and they each later moved into principal positions in another district; climate and culture specialist relocated out of state "[The principal] pushes us to leadership positions. I think that's a big part of why her administrative team leaves." Data coach was formerly a math teacher and before that a sub, but was hired to become the vice principal [principal trained]; vice principal trained the PE teacher, who became the new data coach. Lost a small amount of teachers due to [the principal's] high expectations. A couple of new hires struggled."

3. How do SciP members describe the formation and/or maintenance of the curriculum (Political)?

Open code	Properties	Examples of participants' words
Career Technical Education (CTE) Program	Career preparation	'CTE opportunities with college professors and earned credit in sociology and psychology.'
Highly Qualified Teacher Push In	Success with school's struggling standard Co-teaching model with struggling teacher	"We created intervention classes. Surveyed and reviewed programs. Math and ELA intervention classes, but kept

	Small group instruction	Math. PARCC, Renaissance, and building common assessment scores determined what students would be in the intervention classes. Highly qualified teachers push in [co-teaching] - collaborative planning with coach.”
SAT & Tutoring	Additional instructional support provided to students College preparation	‘Students receive credit for college courses; SAT Prep from an outside organization twice a week.’
Staff & Student Input	Surveys Data analysis Response to Intervention (RTI)	“Staff really feels safe and have a voice [input].”

#### 4. How do SciP members describe the principal’s vision (Symbolic)?

<b>Open code</b>	<b>Properties</b>	<b>Examples of participants’ words</b>
Transparency	Posting teacher data by standard Share failures and successes with students, staff, and parents	“Under the previous principal it was unclear, and it was called something different, which is still active [i.e. Instructional Leadership Team (ILT)]. Under the current principal, I was appointed as a to serve as a teacher. The learning year, and then the next as part of the data team for assessment reporting.”
Shared Leadership	Coaches and Teachers input is considered Coaches and Teachers lead PDs and workshops Staff participation in book studies	“Input from the staff. Sending teachers to relevant PDs and monitoring its success inside the classroom. Also, parents have brought in partnerships through referral. Thanksgiving baskets for the community. Teachers note for a teacher leader for each content area. They advocate for things they want. Trying instructional strategies and noting when they work and when they don't work or the modifications needed to ensure it works. Using teachers as resources and facilities for PDs.”
Student-Centered	Small group instruction Balanced Literacy Framework	“Different floors have is interesting, because it is closes to

		the principal's office [literacy wing] not as much lecturing: students in groups collaborating using technology.”
Data-Driven Instruction	ELA & Math Standard-Based Instruction Building Common Assessments District Common Assessments NJSLA-PARCC Data	“There is no data we don't do. We do academic (ELA and Math), culture and climate, discipline, attendance, programs we use. We were identified by Model Schools, and we presented in Orlando, Florida on a leadership team that uses data to inform all decision making. Our focus has always been the development of the school PDP.”
Scheduling	Master Scheduler CPT Collaboration	“I'm big on PLCs. I'm a master scheduler. Common planning time. Vertical and horizontal articulation as far as PLCs. Cascading messages. Digging deep into data and unpacking the curriculum. Developing SGOs.”

### ***Modifications to the Research Study***

To reiterate previous definitions, SDA schools are New Jersey schools that is deemed low-income or socioeconomically disadvantaged from among the 31 formerly Abbot School Districts. Focus schools comprise about 10% of schools with the overall lowest subgroup performance, a graduation rate below 75% and the widest gaps in achievement between different subgroups of students. Focus Schools receive targeted and tailored solutions to meet the school's unique needs. A priority school is a school that has been identified as among the lowest-performing five percent of Title I schools in the state over the past three years, or any non-Title I school that would otherwise have met the same criteria (NJ Gov., 2014). No designation is when a school has positive movement from 2012 to 2017 that constitutes one of the three following categories: 1) movement from “priority” to “focus” or 2) movement from “priority” to “no designation” or 3) movement from “focus” to “no designation”.

Since there was a scarcity of former SDA traditional high schools that were designated a RAC “focus” or “priority” schools in 2012 that saw positive growth either from “priority” to “focus” or “priority/focus” to “no designation” by 2017, the researcher had to identify a performing arts high school that also included middle grades 6, 7, and 8. Therefore, the study was a former SDA middle/high performing arts school that was designated a RAC “priority” school in 2012 and saw positive growth to “no designation” by 2018.

The district hired the principal in the summer before the start of the 2012-2013 school year, and the principal has overseen the turnaround efforts and remained the active principal during the 2018-2019 school year.

### ***Participant Profiles***

The former (2) and current (4) members of the ScIP who participated in this study were generous with sharing their time and insight regarding their experience as educators and as members of the ScIP within the school. Their input helped to provide a full depiction of the data, while it also provided a deeper understanding of how the participants’ inclusion within the ScIP contributed to the turnaround efforts. The following is a description of each participant; however, each participant received pseudonyms to mask their identity.

#### **Participant Profile 1: Andrew**

Andrew is a Health & Physical Education Teacher in his middle to late 40s. He has been in the role and in this school for the last 15 years. He was one of the principal’s appointed members of the ScIP, and he noted his current two-year commitment to the ScIP commenced in 2017, and as part of the ScIP he understood his role to influence the staff. As a veteran staff that

has been a trusted colleague, he viewed his role as one to influence the staff's perception of the school's leadership team.

### **Participant Profile #2: Brianna**

Brianna is a former History Teacher, who the principal hired from another district 3 years ago to be the school's Literacy Coach. She is in her middle to late 30s. She has assisted the ScIP in various ways since 2016, and she is a former member, and as part of the ScIP, she understood her role as an informer. She acted as an informer, because she writes the Language Arts curriculum; she analyses data points, and she supports teachers.

### **Participant Profile #3: Christina**

Christina is in her middle 30s. She started as a Teacher's Assistant in 2011, and she is now a certified English Teacher and has been teaching 9<sup>th</sup> grade English since 2016. Christina has been working in this school for 8 years. Her colleagues voted her onto the ScIP to serve her two-year term, and she is currently one of the newest members on the ScIP – serving since 2017. Christina noted she understood her role to inform. As an informer, her role is to provide academic insight (or information) to the ScIP team as a teacher member that must implement the action steps the ScIP proposes. She also noted she was a voted member.

### **Participant Profile #4: Doug**

Doug is in his late 30s. He started as a Health & Physical Education Teacher in 2010, and he is now the Data Coach. He has been in this capacity since 2017. He is a former member of the ScIP, and he became a member in 2017; he served a one year term. As an informer, he gathers, organizes, and presents data, and notes he understood his role was to be an informer.



### **Participant Profile #5: Eric**

Eric is in his early 40s. He started as a substitute teacher, and he was hired as a Certified Math Teacher in 2011. He then served as Data Coach until becoming one of the Vice Principals in 2017. He is a current member of the ScIP, and he has served the ScIP since 2012 through data collection and analysis, and in his administrative role, he now oversees the ScIP. He noted he understood his roles as both an influencer and informer.

### **Participant Profile #6: Felicia**

Felicia is in her early 50s. She started as the building principal, and she is a current member of the ScIP, and she has been a member since starting at the school in 2012. She has established the expectations for the ScIP. She is the initiator, and her role is to oversee the collaborative process. She noted she understood her role as the initiator.

### **Summary of Participant Profiles**

The previous section provided a summary of the background information for the (6) participants. Although these former and current ScIP members have unique experiences as individuals, there were many commonalities among them; these commonalities are noted as quotes extracted from the (6) individual interviews and are depicted in the following section.

#### **Major Theme One: B&D – Political Frame**

##### *RAC Principle #1 – School Leadership*

##### *Overview –*

In response to the first interview question there were four descriptors that emerged from the participants' responses to the interview question.

1. Appointed Informer: An “appointed informer” is a member that either the principal appointed or the staff selected, because of their knowledge with data, content, and/or pedagogy.
2. Appointed Influencer: An “appointed influencer” is a member ScIP member appointed onto the panel as a result of his or her influence and ability to get staff to “acquiesce” because of their experience, their rapport, and their approachability.
3. ScIP Initiator: A “ScIP Initiator” is the member that started the ScIP at the school, so responses noted the member who initiated the ScIP.
4. Voted Member: A “voted member” is a member that the staff selected through staff survey.

#### *The Themes –*

**Appointed Informer.** Doug, Brianna, Christina, and Eric all discuss either their own appointment or the appointment of another member based upon the member’s knowledge in data, content, and/or pedagogy. Doug indicated, “[The ScIP] brings in [staff] to identify and score [the school] on eight turnaround principles and to come up with smart goals for the building.” Brianna explained, “[The principal] will have somebody from the ELA Department on [the ScIP]; somebody that’s really invested.” Those members who were appointed as a result of their ability to be informative are those members who identify and analyze data points from assessments, and then help to establish goals and action steps to address the goals inspired from the (8) turnaround principles. Christina said, “The action steps would describe what you think the problem might be. We come up with steps we think we might be able to take to improve in that area, and we collect the data to see how we did.” Eric noted, “I was voluntold. I did work hand-and-hand with [the principal before], so I knew some of the workings of what we were

doing – mainly assessment reporting and things of that nature.” The *Appointed Informers* were those members the principal selected, because they would be able to address the needs of the building through the (8) turnaround principles. The principal solicited their input to build trust.

Felicia said:

First, the *Achieve New Jersey* was introduced. I'm big on making sure that everyone's informed, so I went over what the *Achieve New Jersey* was with the staff, and the introduction of the ScIP, and what that meant, and the fact that one third of the ScIP was supposed to be comprised of what would be the teachers. But what we were going to do is make it 50/50.

**Appointed Influencers.** For this interview question, Andrew, Brianna, and Felicia each made reference to ScIP members that were appointed as a result of their influence on the collection of staff. Andrew noted, “I was the principal’s selected person [...] My perception is I was selected for the pulse. That’s because I have a rapport with a lot of people,” and when asked what he means by “pulse,” Andrew added, “I don’t do anything in particular. I have just been here for a long time. One of the longest running people in the building, and I know most of the staff – I guess I get along with them.” Brianna expressed her perception of ScIP members appointed as a result of their influence; she noted, “[The principal will] have different people for different reasons – different stakeholders, so they can get people to acquiesce. Sometimes people don’t understand the motive behind what [the principal’s] doing, but if you have somebody that’s a little friendlier face.” After this statement, Brianna shrugged, which denoted receptivity to a friendly face. Felicia, the principal, noted: “My first person was [the Grievance Chair].” Felicia discussed her own knowledge of the teacher’s contract and the credibility, respect, and trust she forged with the Grievance Chair, which brought instant buy-in from the staff. Felicia explained the Grievance Chair was her first appointment onto the ScIP, because of the Grievance Chair’s influence with staff.

**ScIP Initiator.** Both Eric and Felicia's responses to this interview question made reference to the one who started the ScIP. The *ScIP initiator* was coined as a result of responses from participants that addressed the inception of the ScIP. Eric noted, "When the current principal came, she made [the purpose of the ScIP] more transparent, and then I started seeing more staff members involved with the decision-making process." Eric's response indicated the principal communicated initiatives clearly, which generated buy-in from others. His response further denoted the beginning of the ScIP. Additionally, Eric stated, "[The ScIP] was more of a collective group of people instead of just leadership making decisions and everyone having to fall in line." Eric's response denoted the principal's willingness to include other members of the staff in the leadership's decision-making process from the start. Felicia, the principal, explained her method of introducing the staff to the ScIP; she said, "I'm big on making sure that everyone's informed... [I went over] the fact that one third of the ScIP was supposed to be comprised of teachers." Felicia discussed her desire to make it 50/50, which meant four members: 2 administrators and 2 teachers/coaches. Each would serve a two-year term: one by the principal's appointment and the other by staff vote.

**Voted Member.** For this interview question, Christina and Felicia were the two who referenced members who were included on the panel as a result of a staff vote. Christina explained the voting process; "We get a description of what the panel is, what you will do, how often you will meet, and the staff members vote new members on [the ScIP]." Felicia discussed the way she presented the voting process, she said, "I did a *Google* survey and had the staff indicate who they would like to represent [them] on the ScIP." Felicia continued, "Everyone knew that no matter what, they would have to serve two years, and that every other year the staff would be selecting someone, and then [the next year] I would be selecting someone." The *Voted*

*Member* became a code, because participants' responses indicated the option of ScIP membership by way of voting. Felicia also noted, "In making [the ScIP] 50/50, I would select someone, and then I would have the staff select someone. My two people were [the Grievance Chair], who was and the science teacher in the building."

#### *Summary –*

Bleuher (2015) believes the source which can have the greatest impact is the "[political] framing" due to the fact that so much can be accomplished when the proverbial table is set just right; he concludes that with the right leadership framing the situation, the length with which one can take a policy or decision is quite far. This then bridges over to the skill with which the "political manager" can set the agenda and map the terrain. He states "It falls upon the organizational leader to know the politics of the environment in which he is working [...] This [allows] goals to be achieved because of [the leader's] awareness on where the pitfalls [are] and who the 'players' [are] within the community. This is vitally important for school leaders." Blueher's stance on Bolman & Deal's "political frame" aligns with Felicia, the principal's, approach as a school leader; her ability to identify the "players" and use them to her advantage is what allowed her to achieve her goal of growth for stakeholders: students, staff, and parents.

#### *RAC Principle #4 – Curriculum, Assessment, and Intervention Systems*

##### *Overview –*

In response to the seventh interview question, "how would you say the ScIP has identified partnerships in an effort to contribute to the success of your implementation of the curriculum, your students' success on assessments, and your teacher's implementation of student interventions?" the principal addressed curriculum through identifying partnerships within the

school. Furthermore, there were several common codes generated from each of the participants' responses.

1. Career Technology Education (CTE): Of the participants (3) or 50% made reference to CTE either directly or indirectly. Direct reference is a statement using the abbreviation CTE or indirect reference is a discussion of career or college readiness. In respect to how participants referenced "CTE" within the interview, it is a program where the local college partners with the case study school to employ professors as instructors within the case study school, so its students can receive college credits.
2. SAT & Tutoring: When discussing this question, (2) or 33% of the participants noted SAT & Tutoring. Similar to CTE this partnership involves the local college's support. In this case, the instructors provide(d) instruction to prepare students for the SAT.
3. Mayor's Mentorship Initiative: In response to this question (2) or 33% of the participants mentioned the Mayor as a partner. The extent of the "Mayor's Mentorship" was discussion of his presence as a coordination with the community and the school. The Mayor hosted an address at the school and also mentors students within the school.
4. Staff Surveyed for Input: For this question, of the participants, (2) or 33% discussed staff surveys as a method of staff input. This can be defined as the administrative team seeking input from the staff by way of poll or survey. This is typically done electronically.

5. Social Emotional Learning (SEL): There were (2) or 33% of the participants that addressed SEL. Responses that noted students' social emotional needs or students' mental health needs were coded as "SEL."
6. Highly Qualified Teachers (HQT) Push In: There were (1) or 17% of the participants who made reference to HQT Push In. The "HQT Push In" initiative came from the data, which identified teachers who were struggling and successful with specific Math and ELA standards. The teachers identified as successful happened to be HQT teachers and were appointed to "push in" or in other words, provide additional instructional support to a struggling teacher. The instructional support the HQT teacher would provide would be modeling best practices for teaching and co-teaching as well as an additional teacher group during small group instruction.
7. Online Intervention Program: This question prompted (1) or 17% who noted "Online Intervention Program." An "Online Intervention Program" can be described as an online method to scaffold students through standards, while also providing instant data on the students' understanding, so the teacher can make necessary adjustments to instruction.

*The Themes –*

**Career Technology Education (CTE) Program.** Doug, Brianna, and Christina indicated either CTE and/or college credits for the noted interview question. Doug stated, "One thing we wanted was to provide our students with more CTE opportunities, so we were able to put things in place to bring in college professors, so our students could receive college credit in Sociology and Psychology." Brianna also noted, "[The principal] really wanted to start a CTE program, so we reached out, and we have a partnership with our community college; they come

in to do Sociology and Psychology courses for the students. [The students receive] college credit.” Additionally, Christina said, “We have colleges come in and the students can [earn] college credits for certain courses.”

**SAT & Tutoring.** Christina and Doug discussed SAT and/or partnership that relate to curriculum, assessments, and interventions. Christina noted, “We have a partnership where [11<sup>th</sup> grade students] have SAT prep once or twice a week.” Doug also said, “In the past, for SAT prep, we have had a school organization come in to provide tutoring for [our students].”

**Mayor’s Mentorship Initiative.** Andrew and Brianna briefly discussed the Mayor as a partner in respect to the interview questions. Andrew mentioned the Mayor hosting his “State of Address” and Brianna noted, “[The principal] does have a partnership with the mayor; he mentors [students].”

**Staff Surveyed for Input.** Surveying as a data point was mentioned frequently throughout the interviews, but Eric and Felicia were two who responded with “staff survey” to directly address the question. Although the two responses did not align as a true partnership. It was worth noting as a code for this subtheme because of the frequency of the response. Eric said, “We do surveys to [determine] what [teachers] feel they need, and what they feel they need we’ll meet somewhere in the middle to offer professional development [to address the need].” The principal, Felicia, noted, “We actually created our intervention classes. And I mean, we literally created our intervention classes. We surveyed and reviewed programs. We looked at what we talked about with teachers, and we [took their input].”

**Social Emotional Learning (SEL).** Doug and Christina noted a response that depicted the social and emotional well-being of the students, and their responses constituted as a SEL response. Doug stated, “The guidance department has a partnership with one of the nearby



mental health facilities, and these professionals come in to help provide counseling services for the [students]. They come one day a week [to meet] with students.” Christina also noted, “We have a lot of students with social emotional needs, so we have the counseling services. When they get that help with counseling, I feel they do better in class.”

**High Qualified Teacher (HQT) Push-In.** Though the HQT push-in initiative was referenced for other questions from different participants, Brianna is the only one to have noted the push-in model for the noted question. Brianna explained, “Intervention – last year we looked at some data, and we noticed some trends [in grade levels], so [the principal] did a push-in program where some stronger teachers pushed into [the identified classes]. [As a result], the identified classes] actually had the highest [scores].”

**Online Intervention Program.** Christina was the only participant to have noted the online intervention program as an intervention, but the researcher also noted that of the participants, Christina is the only content area instructor, so it was inferred that this method of data collection is suitable to her position. Christina discussed a couple of online intervention programs; one for middle school and the other for high school students. “[The] online coursework meets the students where they are, and it allows [the teacher] to see growth, so we can plan what we call learning stations, so the students are rotated. They get guided instruction.” When the online programs were mentioned during the interview, it was noted as a partnership that addresses the curricula needs.

#### *Summary –*

Since assessments and interventions are all a by-product of the curriculum, assessments and intervention systems can essentially all fall under curriculum. Benson (2014) notes that getting things done requires finessing the various factions within an organization, because there

are always factions, and there are always more needs than there are resources. In this frame, principals develop the voices of the staff who can influence the team; they consciously engage supporters and build cohorts who will hang tough through new initiatives. They know who to contact before presenting a plan to a large group. They keep in touch with influential members of the community. Interventions that apply pressure to the most powerful leverage points in a system are in the political frame. Therefore, when participants responded to the seventh interview question it was clear that the principal took their feedback for the curricular needs and both she and her staff elicited the necessary support from stakeholders.

## Major Theme Two: B&D – Human Resource Frame

### *RAC Principle #5 – Staffing Practice*

#### *Overview –*

In response to the fifth interview question, “could you help me to understand any changes that have been made to the staff since 2012?” the principal provided a thorough explanation to the question, which concurrently shed light on her motivation to have a deeper and lasting impact as the principal.

Additionally, there were several common codes generated from each of the participants’ responses.

1. Loss Staff to Staff’s Growth: All (6) or 100% of the participants noted the promotion of staff members and their impending movement onto other employment opportunities. “Loss of Staff to Staff’s Growth” refers to staff that left the school or district as a result of a promotion from Teacher to Coach or Vice Principal or from coach to Supervisor or Vice Principal or from Vice Principal to Principal.

2. Loss Staff to Staff's Transfer: This question prompted (5) or 83% of the participants to discuss loss of staff as a result of staff's transfer. This can be defined as staff that have been transferred or the principal transferred to other schools or districts.
3. Retained Staff with Professional Growth: There were (4) or 67% of the participants' response to the noted question pertained to staff retentions despite the staff's professional growth. "Retained Staff with Professional Growth" denotes staff that stayed with the school even after having been promoted from Teacher's Assistant to Teacher or from Teacher to Coach or from Coach to Vice Principal.
4. Retained Core Staff: Of the participants (3) or 50% discussed the retention of core staff as response to the noted question. "Retained Core Staff" is code for staff that were part of the instructional staff prior to the principal's arrival; these staff members stayed after the principal's arrival and after the principal's implementation of new methodologies, and these staff members are currently members of the school staff.
5. Loss Staff to Retirement: There were (2) or 33% of the participants indicated this response. "Loss Staff to Retirement" refers to staff that retired since the principal's arrival.

#### *The Themes –*

**Loss Staff to Staff's Growth.** All (6) of the interview participants discussed losing staff as a result of the staff's growth. Andrew noted, "There has been turnover of staff. I can't even tell you how many have left here and have moved onto bigger and better things." Brianna expressed:

[We have had] a lot of changes. Not big change. What happened is [the principal's] a good leader, and a lot of people in her leadership team tend to go on to become principals and vice principals. She pushes us to leadership positions. I think that's a big part of

why her administrative team leaves. In the last couple of years, I know that she had two administrators leave, but then she hired her Data Coach as the new Vice Principal, and the former Gym Teacher became the new Data Coach.

Christina said, “People aren’t just leaving. If they are not here, I feel like it is because of growth; they’ve moved up; they are not just leaving here to be a teacher somewhere else, but more so, ‘I’m leaving here to be a VP or something like that.’” Doug explained, “I know we’ve had some change with administration. Some Vice Principals have left to become Principals in other districts, and the same with some of the instructional coaches we’ve had. Our Math Coach, the Data Coordinator; these individuals eventually left to go onto other administrative roles.” Eric also noted, “The first thing she did [when she started here as the principal] was redo her administrative staff, and she built her leadership team. The good thing to see is that everyone who leaves her leadership team goes on to be leaders somewhere else. She builds leaders throughout the building – teacher leaders in every content, and she really empowers people.” Finally, Felicia, the principal noted, “I might have been considered to have a larger turnover – now the only reason I’m making a turnover is because individuals are moving up.”

**Loss Staff to Staff’s Transfer.** Andrew, Brianna, Doug, Eric, and Felicia each discussed past transfers or removals were initiated by the principal or the staff member him or herself. The implication was such transfers were the result of staff not adhering to the principal’s high expectations. Andrew stated, “There has been turnover where [the staff member] just couldn’t cut it, and they had to get rid of them.” Brianna noted, “[The principal] doesn’t really lose teachers; teachers don’t normally transfer out of here. She does get teachers – new teachers, and they just miss the mark.” Doug said, “Some people retired; some people transferred, but I think that’s normal.” Eric expressed, “[The principal] was very, very proud of this – I think it was last year and the year before – she did not non-renew anyone, and she didn’t ask for any transfers.”

Finally, Felicia, the principal noted, “Some changes were transfers.” The responses shed the same light; staff that were unsuccessful in this environment were transferred.

**Retains Staff with Professional Growth.** Andrew, Brianna, Christiana, and Eric all indicated responses pertaining to staff that remained with school, but received a promotion. Andrew referenced the current Vice Principal and the current Data Coach when he stated, “It’s not all for the bad, because two of our best Math Teachers became administrators.” Brianna noted, “I know [the principal] had two administrators leave, but then she hired her Data Coach as the new Vice Principal. The Data Coach started as a sub[stitute teacher] here, and then he became a Math Teacher, and then a Data Coach, and now he’s one of the Vice Principals.” Christina discussed a similar experience, she stated, “I can speak for myself being here; I started as a Teacher’s Assistant, and just being here I’ve worked my way up. I worked with teachers to become a teacher.” Eric noted, “I have been part of her Leadership Team as a Data Coach and now as a Vice Principal.”

**Retained Core Staff.** Christina, Doug, and Felicia had responses that reflected the idea of staff not moving on to other professions or out of the building or staff that has last the test of time fit this code. Christina expressed, “Overall, many of us have been here the entire time.” Doug stated, “For the most part the core has been here.” Eric said, “I think we’re at a place where we got the people who are willing to go to war with us.” Although Felicia, the principal’s response: “I might have been considered to have a larger turnover – now the only reason I’m making a turnover is because individuals are moving up” fit the earlier code *Loss of Staff to Growth*, it also fits this code, because the implication is those who have not left have been retained.

**Loss Staff to Retirement.** Christina and Doug were the two who discussed staff leaving due to retirement. Christina detailed, “As far as teachers, I think we were pretty solid with teachers – a few that maybe retired – and some newly hired teachers to replace those retired staff members.” Doug noted, “I think that’s normal; every year you just get some people that leave or retire. We lost some to retirement, but the teachers we’ve been able to fill in that have stepped in have done a good job, because our proficiency rates are looking good.” Doug’s response not only indicated the loss of staff, but the gaining of quality staff, which is essentially part of the principal’s responsibility – to hire effective staff to fill openings.

*Summary –*

Defoe (2013) explains one of Bolman & Deal’s ideas, which is organizations want workers who will supply energy, talent, and do the work. Workers want a job, fair pay for their effort, and a chance to advance. These “wants” and “needs” describe the linkage, or “fit”, between people and organizations. According to Bolman and Deal’s research (Cable & DeRue, 2002), describes the all-important “fit” in terms of a three-factor model. “Fit” occurs as a function of three things: (1) how well does the organization respond to the person’s desires for useful work (person-organization fit); (2) how well does a job enable a worker to express his or her skills and sense of self (person-job fit); and (3) how well does a job meet a worker’s financial and life-style needs (needs-supplies fit).

### *RAC Principle #3 – Effective Instruction*

*Overview –*

In response to the fourth interview question, “how would you say the SCIP planned to contribute to the instructional practices of the teachers, and how would you describe the planning

for this contribution?” there was obvious repetition among the participants, because there were multiple references to the Professional Development Plan (PDP) or the School Improvement Plan (SIP) or aligning goals. Professional Development (PD) was noted as the tool to support the PDP, the SIP, and the goals. A couple of the participants mentioned surveys as a data collection tool to gain feedback from the staff on the most suitable PD.

Once again, there were a few common codes generated from each of the participants’ responses.

1. Revisit School Improvement Plan (SIP) or Professional Development Plan (PDP):

This question prompted (5) or 83% of the participants to discuss revisiting the SIP or PDP. Revisiting the SIP or PDP is denoted as the ScIP referencing previously established goals in an effort to assess the school’s progress.

2. Creating Professional Development, Conducting a Book Study, and Cultural Relevancy:

There were (3) or 50% of the participants that referenced all three components in their response to the noted question. This response included a compilation that referenced the implementation of professional development through a book study on cultural relevance.

3. Surveying Teachers/Students:

Of the participants, (3) or 50% addressed student or teacher surveys. This denotes the professional growth being attributed to feedback from teachers and students through observation or survey.

*The Themes –*

**Revisiting the SIP or PDP.** Brianna, Christina, Doug, Eric, and Felicia made a blatant SIP statement, a PDP statement, or a statement in reference to goals or action steps. Brianna noted, “We look at the SIP; we look at the PDP to make sure we’re hitting all of those

instructional areas we said was our focus.” Christina said, “It’s aligned to our instructional goals as a building, so the SIP matches the growth we want to see as a building, and it definitely speaks to the collaboration amongst the different departments.” Doug explained, “We come up with the instructional focus by looking at the data, developing our goals, designing professional development around those areas that need support to help to both reach the goals and to address the different area in need. Once we develop the goals, we’ll work on the action plan, and then when we meet with the instructional leadership team, that action plan becomes our playbook.” Eric noted, “It starts with the goal. Whatever the Math or ELA goal was, once it was agreed upon, then there were some interim goals that we agreed upon to get to the final goal. The next planning was the steps. The action steps that we need to do to [accomplish the goal].” Lastly, Felicia, the principal noted, “We start look at the data of what we haven’t met. [The] rationale and [the] evidence on [the] actual PDP.”

**Creating PD, Conducting Book Studies, and Applying Cultural Relevancy.** Brianna, Doug, and Felicia response was a combination of PD, book study, and Cultural Relevancy. Brianna explained, “We make sure during team meetings the topics are aligned to whatever the focus is. If it was Cultural Relevant Teaching, we have PD on that; it’s a book study, the book studies are aligned to whatever the goals of the SCIP are.” Doug noted, “This year we did a big Cultural Relevancy push from various instances that came up in discussions and things that have been observed. So, we designed PD around that – doing a book study and rolling that out.” Lastly, Felicia, the principal stated, “We were able to plan our PD. This year we started to talk about what would be Cultural Relevant teaching. [We elicited input from teachers to create] PD, and we structure it accordingly. Then we went into developing what would be the teacher



leaders and started working on striving to be a teacher leader, and with that topic we did a book study.”

**Surveying Teachers/Students.** Doug and Felicia both discussed teacher or student feedback or noted surveying teachers or students were referenced in this code. Doug stated, “[We received informal insight] through teacher observation and student feedback.” The principal, Felicia stated, “Pulling out those things that were aligned to the evaluation system, then based on that as well as teacher surveys on where they felt they needed workshops.”

*Summary –*

Schools are not bricks and mortar, but primarily communities of people who need each other. In this frame, principals invest in the education of staff, and they build trust and caring. At the system level, we take care of human resources by securing benefits, raises, and providing professional development. At the school building level, principals seek initiatives that improve person-to-person understanding, learning, and communication. In this frame, schools are seen as a family, in which adult connections and affiliations are an essential prerequisite to taking care of children (Benson, 2014).

### Major Theme Three: B&D – Structural Frame

#### *RAC Principle #6 – Enabling the Effective Use of Data*

*Overview –*

In response to the second interview question, “could you identify the point of data you spent a significant amount of time with as a ScIP and describe what the ScIP accomplished and what type of action you took to accomplish it?” there was alignment with the content area focus, the assessment tool, PD, and scheduling for the purpose of collaboration.

Additionally, there were several common codes generated from each of the participants' responses.

1. Analyzing English Language Arts (ELA) and Math Assessment Data: There were (5) or 83% of the participants who mentioned ELA and Math data. The "ELA and Math Assessment Data" is state data as well as district and school data that pinpoints how students are performing on ELA and Math standards.
2. Interpreting Building Common Assessments: When participants responded to this question, (2) or 33% noted this. The "building common assessment" is an assessment that the staff creates and vets to be more rigorous than the district common assessments and just as rigorous as the state assessment. The building administers the assessment every other week. The data that is interpreted is used to plan ways to address concerns that arise from it.
3. Planning Culturally Relevant Instruction: Of the participants, (2) or 23% noted culturally relevant instruction for the noted question. Respondents that noted Cultural Relevant Instruction directly mentioned the term in their answer. The term "Culture Relevant Instruction" expresses the idea that teachers consider student's experience when providing instruction to them in an effort to personalize it for the students,
4. HQT Push-In: This question prompted (1) or 17% who noted "HQT Push-In." This is the same as the previously noted "HQT Push-In." The only difference is that it was mentioned for this question.

*The Themes –*

**Analyzing English Language Arts (ELA) and Math Assessment Data.** Brianna, Christina, Doug, Eric, and Felicia all directly discussed ELA and Math as a point of analysis.

Brianna mentioned, “We used a couple of data points. The district data with ELA and Math...” Christina said, “Whatever the standards are for Math; whatever the standards are for English – being able to master a certain skill and seeing how they link or connect together in order to move on to the next skill.” Doug noted, “We’ve identified the need for areas that needed improvement, and then we developed a plan, implemented it, and addressed those areas, so in Math and ELA students are showing significant gains on district benchmarks.” Eric expressed, “The data that we focused on mainly was Language Arts and Math. Language Arts needed improvement, but it was significantly higher than the Math scores.” Felicia, the principal said, “We are academic based data, climate culture data. So, if you’re talking about discipline, if you’re talking about attendance, if you’re talking about Math, if you’re talking about ELA, and if you’re talking about the programs we use, we are data-driven.”

**Interpreting Building Common Assessments.** Although each participant discussed the building common assessments at some point in the interview, Christina, Doug, and Eric each noted the building common assessment as a response to this question. Christina noted, “We have these bi-weekly assessments that [the students] take.” Doug discussed, “We give frequent formative assessments, so the district has their benchmarks, but we don’t want to wait until November to diagnose if the student is struggling in certain areas, so we give frequent formative assessments – usually every two weeks.” Eric stated, “We do building common assessments every other week – except when the district does their assessment.”

**Planning Culturally Relevant Instruction.** Andrew and Brianna were the participants who explicitly mentioned Cultural Relevancy to this question. Andrew discussed, “For a certain time, it might be this, and then we’ll incorporate that, but the big one now is Cultural Relevance

– trying to become relatable to the students in one way shape or form.” Brianna expressed, “This year the SCIP – we are focusing on Social Emotional Learning and Cultural Relevancy.”

**Highly Qualified Teachers (HQT) Push In.** Eric was the only participant to have indicated HQT Push-In for this question. Eric noted, “We did a lot of push-in models where another [teacher that is] highly qualified went into the class of [a struggling teacher] and sat with the students, so [the students would be] getting great instruction from push-in. [Students would get support] from more than one [teacher] group.”

*Summary –*

Oltman (2013) explains the structural frame derives from the belief that organization, strategy, and specialization create simplicity and clarity. This keeps an organization productive and efficient while minimizing the risk of unpredictable problems. It works to achieve the goals and objectives of the organization most efficiently and rationally using current conditions and circumstances. It is concerned with proper performance and finding solutions through analysis and restructuring. This frame works with very specialized skill sets and works to utilize these skills through strategic structuring of employees and coordinating everyone within this structure to enhance productivity and achieve optimum performance.

### *RAC Principle #7 – Effective Use of Time*

*Overview –*

In response to the third interview question, “could you illustrate for me how teachers collectively and effectively use their preparation period?” there were many recurring codes, such as: scheduling for collaboration, PD, and a focus on growth in content areas. Additionally, participants’ response aligned for most of them.

Furthermore, there were several common codes generated from each of the participants' responses.

1. Content Area Common Planning Time (CPT): All (6) or 100% of the participants responded to the noted question either by directly stating that teachers use CPTs to collaborate or by stating that "teachers collaborate." The "CPT" is scheduled time for teachers of like content area or like grade level to collaborate with the purpose of enhancing instructional practices.
2. Collaboration: Of the participants, (4) or 67% used the term collaboration to address this question. Collaboration was noted as a code, because the term was referenced by frequently for this question.
3. Professional Development (PD) & Professional Learning Community (PLC): When asked, (4) or 67% of the participants referenced "learning communities," "PLCs," or "PD" in his or her response. The "PD" "learning communities" and "PLC" were noted to express time scheduled for collaboration or professional enhancement.
4. Horizontal and Vertical Articulation: There were (3) or 50% of the participants that noted horizontal and vertical articulation as a response to the noted question. The term expresses that when collaboration happens "horizontally" the planning involves teachers from the same content area and grade level, and when collaboration happens "vertically" the planning involves teachers from the same content area, but different and consecutive grade levels.
5. Team Meetings: Of the participants, (2) or 33% noted team meeting as a response. The term is when the principal holds meetings with the ScIP.

6. Extra Preparation Period for ELA and Math: This question prompted (1) or 17% who noted “extra prep period for ELA and Math.” The scheduling of an extra prep period for ELA and Math was the result of the state’s focus on the two content areas, and as a result in order to improve data trends, the two content areas meet more frequently to plan and address content area concerns.

*The Themes –*

**Content Area Common Planning Time (CPT).** Andrew, Brianna, Christina, Doug, Eric, and Felicia all noted CPT for the noted question, but the observer also noted that participants referenced CPT throughout the interviews and oftentimes the responses did not directly note CPT, but it was implied. Andrew described, “We have common planning time where [teachers] speak with other subject area [teachers]. All the subject areas meet.” Brianna discussed, “The principal is very strategic; teachers meet during that time.” Christina said, “We use our prep time a lot to plan, to grade, to update data, to collaborate – a lot of my prep time is used to collaborate with the History Teachers, because we teach a majority of the students. The common planning time is on Thursdays, but it is not limited to Thursdays, because sometimes it could be on a Tuesday.” Doug noted, “[Teachers] will sit with the coach, and they will work on the pacing of the curriculum. They will work together with lesson planning – both with their colleagues and with the instructional coaches.” Eric explained, “Tuesday, Wednesday, [and] Thursday [is] team meetings where [teachers] can plan and collaborate. Thursdays, Math and ELA have [an] extra day.” Felicia, the principal said, “I’m a master scheduler. I do the schedule for the building, and I dumped the schedule my first year here to make sure that there was a common planning time.”

**Collaboration.** This response from Brianna, Christina, Doug, and Eric illustrated staff working together. Brianna stated, “Teachers use their preps to make copies – the normal stuff that teachers do, but I would say that some teachers use their prep for collaboration.” Christina said, “We use our prep times a lot to collaborate with the History Teachers, because we teach a majority of the students. Doug shared, “A big thing earlier on – they’ll do pacing. Where [teachers will] sit down with the coach, and they’ll work on the pacing, so they’ll just go through the curriculum.” Eric noted, “We absolutely do content meetings in the high school, and [we make] time to collaborate. Tuesday, Wednesday, and Thursdays, it’s team meetings where we collaborate.

**Professional Development (PD) & Professional Learning Communities (PLC).** Andrew, Brianna, Christina, and Felicia each made reference to professional development or professional learning communities in their response to this question. Andrew stated, “There’s a lot of learning communities. Brianna noted, “[Teachers’] preps are used for professional development, [which is] embedded in their day. It could be something dealing with Cultural Relevancy.” Christina asserted, “We all have PLCs – Professional Learning Communities, so a lot of times when we meet – once or twice a month, we discuss things we want to happen, and things we want to do, and a lot of times we plan together.” Felicia, the principal explained, “I’m big on PLCs. Recently, we did an unpacking the curriculum for Social Studies, so that [the teachers] really understood what the indicators were, identifying the skill, and then looking at how [the teachers] would teach the skill. Those are the things we [do with] PLCs.” Felicia also discussed PD; she noted, “I walked into a building where there were all different types of PD going on, and it wasn’t streamlined and focused on how it was going to address the end goal. That’s where the ScIP worked to develop a PDP; it helped to create the cascading message.”

**Horizontal and Vertical Articulation.** Christina, Eric, and Doug either provided an example of horizontal or vertical articulation in their response or stated that the concept was a norm. Christina explained, “During prep, I might plan with the 9<sup>th</sup> or 10<sup>th</sup> grade teachers. That happens at least twice a week. I teach 9<sup>th</sup> grade, but a lot of the standards for 9<sup>th</sup> grade English are the same for 10<sup>th</sup> grade English.” Eric discussed, “There could be some horizontal and vertical conversation [among the Math teacher as well as among the ELA teachers].” The principal, Felicia referenced her scheduling experience when she stated, “I do vertical and horizontal articulation.”

**Team Meetings.** Although participants expressed the idea of team meetings in response to other questions, Brianna and Eric referenced team meetings to this question. Brianna explained, “You will find [teachers] altogether just going over the pacing calendar, so depending on what’s due, you’ll find them collaborating. [The principal] has team meetings, which are not preps.” Eric discussed, “We have team meetings here. We try to do high school content.”

**Extra Preparation Period for ELA and Math.** Brianna was the only respondent to this question with ELA and Math having an extra preparation period – even though extra prep for ELA and Math was noted in for other questions. This may be because she is the only content area teacher within the participating group; this directly impacts her. Brianna explained, “On Thursdays, ELA and Math, instead of having another duty period, they look at data.”

*Summary –*

Alsubaie (2016) notes Bolman and Deal defined structural leadership framework as a leadership style that focuses on strategy, structure, implementation, adaptation, environment, and experimentation. Leaders who follow this framework often tend to think clearly and logically, particularly when it comes to developing goals and policies (Kline & Saunders, 1998; Tough,



2013; Alsubaie, 2016). Bolman and Deal, contemporary theorist of this framework, noted that leaders who exhibit structural leadership framework often do not hesitate to hold people accountable for results.

#### Major Theme Four: B&D – Symbolic Frame

##### *RAC Principle #8 – Effective Family and Community Engagement*

###### *Overview –*

In response to the sixth interview question, “could you discuss a community and/or family engagement activity that the ScIP implemented and discuss what you believed it accomplished and what type of action you took to ensure it happened?” The researcher could sense this was an area that the participants seemed proud to discuss; their ability to engage families. The researcher also noted that the principal’s “cascading message” was most automatic from the participants response.

Additionally, there were several common codes generated from each of the participants’ responses.

1. Parent Corner: All (6) or 100% of the participants noted this term in their response.

The “Parent Corner” is an initiative the principal started immediately after she started as principal of the school. The initiative came parents raising concern to the Superintendent of School that the principal had been applying student-centered learning, which to the parents seemed to mean that students were teaching themselves without the support of teachers. The Superintendent told the principal that either she adjust this perception or stop. The principal chose to adjust parents’ perception by having monthly meetings where either she or her staff would present to parents: programs, data, and fun and supportive strategies for parents to apply during the

Parent Corner with the hopes that parents would apply these strategies at home with their children. Parents are welcome to bring other children, and the principal provides dinner for all who come out during these meetings.

2. Mayor's Mentorship Initiative: Of the participants (1) or 17% responded with the Mayor's Mentorship Initiative. This had been mentioned as a prior code and is essentially the same. The only difference is that it was also mentioned as a community program.

### *The Themes –*

**Parent Corner.** Andrew, Brianna, Christina, Doug, Eric, and Felicia each noted the “Parent Corner” immediately. The principal said, “I’m sure all of [the other participants] said *Parent Corner*.” She was absolutely correct. Every participant clearly discussed the *Parent Corner*. Andrew noted, “The community have – the *Parent Corner*. Every month [the principal] has the parents come in [so they] can hear what’s going on and voice their opinion. [The parents] talk to administration and staff.” Brianna stated, “I know we do *Parent Corners* very often where the parents come out and talk Math and ELA and some PTO stuff. The principal shares some data with them. We teach the parents. Our last *Parent Corner* the English Teachers and I did inferencing. The principal usually orders food for the parents; [the parents] can bring their kids.” Christina shared, “Our principal has these parent meetings once a month where the parents come out; she calls it *Parent Corner* [...] I actually did a workshop for the *Parent Corner* where we taught the parents a skill that the data suggested the students weren’t performing well on, which was inferencing.”

Doug stated, “I know the principal has the *Parent Corners*, and she has those throughout the year where parents come in, and she’ll go over different things with them – from going over

different initiatives that the building's doing, reviewing data, talking about upcoming programs, or even addressing things that need improvement." Eric said, "Oh, that's easy. The *Parent Corner*; the idea was the principal's. It makes the building transparent to the parents."

**Mayor's Initiative.** The Mayor had been mentioned during the interviews for other questions. Christina was the only participant to alluding to the *Mayor's Initiative* in response to this question. Christina noted, "We've participated in the Mayor's Clean Up [the City] Project on a Saturday morning."

#### *Summary -*

Principals are always communicating what matters to the organization, whether explicitly through their words, or implicitly by how they focus their attention. What principals prioritize on agendas, what they spend money on, and who and what they praise continually send messages about what is important. Since there is no way to micromanage every action, the symbolic frame reinforces a shared culture that influences all decisions (i.e., this is how we do things around here). Meetings are as much about symbolism as they are about content—get the symbolism right as much as the details. Leaders are always working in the symbolic frame, no matter what other frame they are focusing on. In this frame, organizations are seen as temples, and principals as inspirational leaders (Benson, 2014).

### *RAC Principle #2 – School Culture & Climate*

#### *Overview –*

The response to the eighth interview question, "could you describe the SCIP's contribution to the school culture and climate, and how would you help me to visualize the day-and-the-life of first the staff, and then the students?" were based around the idea of ease as a

result of transparency and scheduling, which fosters the other two codes: student-centered instruction and stakeholder collaboration.

The principal shared a mantra by which she abides in her leadership philosophy, but in short, her perspective is noted as followed: “Plan, implement, monitor.” Moreover, the following codes derived from the responses of the participants:

1. Student Centered Instruction: There were (4) or 67% of the respondents that discussed this code. The meaning of this code is that students are the focus, so an observer of a “student-centered” classroom would see and hear more production from the students rather than hearing lectures from the teacher or seeing students idly sitting in aisles with the teacher front and center.
2. Scheduling: Of the participants, (2) or 33% discussed scheduling directly or indirectly. This code was an expression of how teacher’s schedules impacting instructional supports for students, because of the way scheduling allows for teacher collaboration.
3. Transparency: When the noted question was posed, (2) or 33% of the respondents noted transparency. The term “transparency” was noted to name what was an openness to express frustrations or to display every teacher’s data in an effort not to put up a façade that would ultimately get in the way of authentic improvement.
4. Stakeholder Collaboration: There was (1) or 17% of the participants that discussed “stakeholder collaboration” to address the noted question. The term “stakeholder collaboration” was noted to express what was noted as partnerships with parents that drew partnership with companies, which resulted in workshops for staff and students.

*The Themes –*

**Student-Centered Instruction.** Brianna, Christina, Doug, and Felicia each noted a response that indicated student-centered instruction. The following responses indicated a strong focus on students' involvement in the learning experience. Brianna noted, "You'll see [students]

Sin groups – most of them working collaboratively on something." Christina stated, "If you were to walk into any of our classrooms, you'll see [students] are challenged with rigorous assignments – a lot of group work, small group instruction, and some guided instruction." Doug explained, "Teachers are following the Response to Intervention (RTI) and gradual release model where they go from the teacher modeling the skill to guided instruction to giving students that small group practice or learning opportunity." Felicia, the principal noted, "The [students] started monitoring their own progress."

**Scheduling.** Brianna and Doug both had responses to this question that revealed the impact scheduling has on the culture and climate. Brianna stated, "Some teachers have staggered schedules. They have to start first period, which is eight o'clock and leave at 2:30, or it started second period, which starts at 8:45, and they leave at 3:05, so it's staggered." Doug noted, "Because we are provided with trainings to effectively collaborate, I think that it is part of the climate and culture it is more formal during a designation of PLC time or we'll have those informal times, which they'll work together to talk about student data or share resources or strategies they find effective."

**Transparency.** Although responses about transparency showed up with all of the participants, Andrew and Felicia directly addressed transparency in their response to this question. In Andrew's response, it can be inferred that colleagues can be open and honest with him; he noted, "If somebody's disgruntled, I probably would know if they are really disgruntled." Felicia, the principal stated, "[There's] data inside of the classroom; when you talk about data

being posted in the classroom, [it's] not just student friendly data, it has to be data where the [students] can go and see it themselves and be able to identify where they are and where they need to go.”

**Stakeholder Collaboration.** Responses that indicated support from the community was noted for this code. However, for this question, Eric directly referenced community partnership. He said, “The *Parent Corner* brought in a lot of partnerships with the community, because we had some parents that worked [at particular companies], and they would do workshops with us.”

*Summary –*

Oltman (2013) explains in “Reflection 7: They Symbol” that Bolman and Deal describe the symbolic frame as a foundational resource for all organizations. It is emphasizing the values of the group through specific stories of their background and creating a culture to support the vision of the group’s future. Members who believe in these things become part of it and incoming members are welcomed through the same rituals and ceremonies that have already bonded those before them. It creates unity and clarity and gives purpose to the goals that make up its future. The symbolic frame is beneficial in the foundation of every organization and customizing its core qualities will help create the ideal culture for your group’s future.

## Conclusion

In summary, the mantra each of the current and former members of the ScIP noted either by way of example or a combination of example and direct statement became clear when Felicia, the principal, referred to “cascading messages,” which denoted the idea that all of her staff express the same methodology with fidelity. This idea was interwoven from one ScIP member’s response to another. Additionally, a message sprouted from a few members of the ScIP

members during the interviews, and the principal reiterated it during her interview: “We aim high, and we soar high.” The reality of this message resonated in other cascading messages: data, goal setting, transparency, scheduling, and PD. Furthermore, the principal, discussed the importance of establishing a solid leadership team, the importance of identifying members of the staff to build a solid leadership team, and the importance of pinpointing those who were not receptive in order to prevent them from distilling her message. The principal took liberties to foster an environment that would show progress in stakeholders: the teachers, the students, and the parents.

The next chapter will provide an overview of the study, theoretical framework, and methodology. The chapter will also provide a summary of the major research findings, discussion of the major themes, and discussion of implications for practice for other underperforming underprivileged high schools in New Jersey. The chapter will conclude with recommendations for future research on underperforming underprivileged high schools in New Jersey.

## Chapter V

### SUMMARY & CONCLUSIONS

#### Introduction

In the previous chapter the findings were presented by answering the four research questions. These research questions were deconstructed into eight interview questions; additionally, the previous chapter also included interpretation of findings, description of four major themes, and discussion of quotes from participants' narratives. Chapter five provides an overview of the study and a synopsis of the methodology. This chapter also offers a summary of major findings, a discussion of major findings, connections to the literature, implications for practice, and recommendations for future research.

#### Overview of the Study

Whatever you call your team – guiding coalition, leadership team, or something else – the name is less important than its function in creating and sustaining a culture of collective responsibility (Williams & Hierck, 2012). This study explored how an underperforming underprivileged New Jersey status “priority” high school has employed (8) turnaround principles to achieve “no designation” with the support of the leadership team known as the ScIP. The individual narratives of the (6) ScIP members contributed to a shared understanding about how the underperforming underprivileged high school came out of state status, and how Bolman & Deal's (4) frames impacted their work toward achieving the (8) turnaround principles. The research questions that guided this study were:

1. How do ScIP members describe the teacher's use of data (Structural)?
2. How do ScIP members describe efforts to empower stakeholders (Human Resource)?



3. How do ScIP members describe the formation and/or maintenance of the curriculum (Political)?
4. How do ScIP members describe the principal's vision (Symbolic)?

#### Incremental Growth: Avoiding Dysfunction and Having Cultural Responsibility

The findings in this study provided insight into how the school's leadership team, ScIP, contributed to the school's turnaround efforts. Underperforming underprivileged New Jersey high schools struggle to employ the (8) turnaround principles with fidelity, and as a result these schools remain in status. Oftentimes, the leadership experiences difficulty identifying a plan that is consistent and effective. However, with a strong principal or leadership team, underperforming underprivileged schools can make incremental growth over time.

Patrick Lencioni notes in *The Five Dysfunctions of a Team: A Leadership Fable* that "The ultimate test of a great team is results." The reason most underperforming underprivileged teams struggle is the result of five dysfunctions: 1) absence of trust, 2) fear of conflict, 3) lack of commitment, 4) avoidance of accountability, and 5) inattention to results. Additionally, in Kenneth C. Williams and Tom Hierch's *Starting a Movement: Building Culture from the Inside Out in Professional Learning Communities*, it states, "Whatever you call your team – guiding coalition, leadership team, or something else – the name is less important than its function in creating and sustaining a culture of collective responsibility." In underperforming underprivileged settings, cultural relevant learning is paramount. Christopher Emdin states in his New York Times Best Seller, *For White Folks Who Teach in the Hood...and the Rest of Y'all Too: Reality Pedagogy and Urban Education* the following:

The reality is that we privilege people who look and act like us, and perceive those who don't as different and, frequently, inferior. In urban schools, and especially for those who haven't had previous experience in urban contexts or with youth of color, educators learn

“best practices” from “experts” in the field, deemed as such because they have degrees, write articles, and meet other criteria that do not have anything to do with their work within urban communities.

Emdin goes on to note:

In fact, many of us who think about the education of youth of color have developed our ideas about the field from specialists who can describe the broad landscape of urban education but are often far removed, both geographically and psychologically, from the schools and students that they speak and write about so eloquently.

Zarette Hammond discusses in *Culturally Responsive Teaching & the Brain: Prompting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* that “Rather than examine school policies and teacher practices, some attribute [low performance] to a ‘culture of poverty’ or different community values toward education. The reality is that [underprivileged underperforming students] struggle not because of their race, language, or poverty. They struggle because we don’t offer them sufficient opportunities in the classroom to develop the cognitive skills and habits of mind that would prepare them to take on more advanced academic tasks.”

### Findings Organized by the Four Research Questions

#### 1. *How do SCIP members describe the teacher’s use of data (Structural)?*

The SCIP members described the teacher’s use of data as a constant and collaborative effort. The members explained how the principal created a schedule that allowed for teachers to meet regularly with grade level colleagues or colleagues within the same content area – vertical and horizontal articulation. The shared that during the initial meeting, at the start of the school year, teachers would look at how students performed on state and district assessments. They mentioned that as a result of their data analysis, teachers, Data, Math, and ELA Coaches, created and vetted building common assessments, which were administered biweekly for more

immediate analysis. They further explained that teachers in conjunction with the coaches would analyze the data, and make the necessary adjustments to instruction; they would meet weekly to create and vet the next building common assessment, which as noted are administered biweekly. They expressed how the principal supported instructional modifications with book studies, action research, professional development, and highly qualified teachers pushing into classrooms.

*2. How do SCIP members describe efforts to empower stakeholders (Human Resource)?*

The SCIP members described efforts to empower stakeholders; they noted the principal's focus was majorly on building capacity. They shared that many of the teachers, coaches, and administrators have been promoted as a result of the principals' leadership. They discussed how the principal ensured the professional development of her staff was happening on an ongoing basis, and she allowed teachers and coaches to take the lead when facilitating professional development workshops and book studies. They explain how the principal additionally maintained that parents also participate with book studies and instructional workshops to further impact student success during what she coined the *Parent Corner*.

*3. How do SCIP members describe the formation and/or maintenance of the curriculum (Political)?*

The SCIP members described the formation and maintenance of the curriculum as they discussed the teacher's creation of the building common assessments and the vetting process. Furthermore, in order to maintain that students were performing well, the members discussed their efforts to involve colleges/universities, to involve community stakeholders like the Mayor, and online programs to help to monitor students' progress on instructional standards in an effort to maintain the curricular expectations.

*4. How do SCIP members describe the principal's vision (Symbolic)?*

The ScIP members described the principal's vision in terms of her ability foster trust through transparency and professional development. They expressed that the principal posted all of the teachers' instructional data for all stakeholders to see, to discuss, and to act upon in an effort to continuously improve, and then had all teachers adopt the practice of posting their data outside of their classrooms after each building common assessment. They discussed how the principal ensured teachers improve through continuous professional development, which she hosted during common planning time opportunities and after school hours. They explained that the level of interest for specific professional development workshops were identified through survey.

### Summary of Findings and Discussion

#### Major Findings One: Relationship Between B&D – Political Frame and RAC Principles 1 “Leadership” & 4 “Curriculum, Assessment, & Intervention Systems”

The first and seventh questions invited the former and current ScIP members of this formerly designated “priority” school to describe the school leadership as well as the curriculum, assessment, and intervention systems, which concurrently addressed the leadership style Bolman & Deal coined as the “political frame.” When discussing school leadership, the participants noted the principal shaped the initial focus of the ScIP, they further noted that their involvement on the ScIP was also shaped by a couple of factors; their ability to influence or their ability to be a resource (or informer). Members that were voted upon took on both factors: the ability to influence and their ability to be a resource, because the collective staff had a say in the selection of this member. *Politics of Educational Leadership: Its Implications for Secondary School Improvement in Rivers State* notes the following:

Yukl (2002) in Hoy and Miskel' (2008) define leadership broadly as “a social process in which a member or members of a group or organization influence the interpretation of internal and external events, the choice of goals or desired outcomes, organization of work activities, individual motivation and abilities, power relations and shared orientations.”

This definition sees educational leadership as a term applied to school administrators that strive to create positive change in educational policy and process. Pertinently, inherent in the above definition is the view of educational leadership as a shared task, practice and values. It is evident too that positive change and improvement takes more than one member of the group (Hoy & Miskel, 2008).

**Type of ScIP Members:** Those who lead by influencing help their team reach a much broader audience. People with strength in this domain are always selling the team's ideas inside and outside the organization. Leaders with dominant strength in the executing domain know how to make things happen. When you need someone to implement a solution, these are the people who will work tirelessly to get it done (Rath, 2008). The principal appointed influencers and informers (or contributors), and allowed staff to vote upon members of the ScIP. This process allowed for the principal to move the staff in the direction she deemed suitable.

The participants described curriculum with the following codes: CTE as well as HQT Pushing In; the Assessment and Intervention Systems was described with the following codes: SAT & Tutoring, Online Intervention Program, Mayor's Mentoring Initiative, Staff Survey for Input, and SEL. To first address the reason the curriculum piece of RAC's turnaround Principle #4: Curriculum, Assessment, and Intervention Systems fits into the “political frame,” the text *Curriculum as a Political and Cultural Framework: Defining Teachers' Roles and Autonomy* explains the theoretical foundation of teacher autonomy in relation to curriculum as followed:

### *Self-Determination Theory & Teacher Negative or Positive View of Curriculum*

The self-determination theory views autonomy as the key concept in understanding behavioral regulation and motivation (Ryan & Deci, 2006), it is considered one of the basic needs of all human beings (Vansteenkiste & Ryan, 2013) and thus an important motivational factor for teachers' work. Autonomy is, according to this theory, understood as governance by self as opposed to heteronomy, which refers to regulations from outside of the phenomenal self by forces experienced as alien or pressuring (Ryan & Deci, 2006). Teachers' work is characterized by the tension of being a professional practitioner in the classroom while simultaneously being constrained by the school and the centrally imposed curriculum (Hopmann, 2003; Wermke & Höstfält, 2014).

Due to these constraints, teachers never have complete autonomy. Instead, their autonomy is a matter of degree between heteronomy and autonomy. The self-determination theory suggests that people can be autonomous even if they follow rules and prescriptions from outside, on the condition that they fully endorse these regulations (Ryan & Deci, 2006, 1560). Consequently, teachers who approve of the curriculum, because it makes sense to them or because they support the values expressed in it, can still feel autonomous in their work. Ryan and Deci's explanation of teacher autonomy when it relates to curricular decisions can be a political move of the leadership to support student achievement. If teachers are content with the curriculum, teachers have a more invested interest in ensuring the curriculum is addressed to support student achievement.

### *Complex Change Dimension: Assessment as a Political Frame*

Roche and Kelly explain the assessment and intervention systems component of Principle #4 through David Snowden's lens: "The development programs that are seeking to engage in political processes and support local actors to work together throughout the life span of the program for change may find elements of all four dimensions of change: simple, complicated, complex, and chaotic." Snowden not only describes the two constructs as a collaborative unit, but also helps us to understand the political connection. The one that is most aligned with the political lens of this research is "complex." Snowden illustrates this dimension as followed:

Programs that are located within the complex change dimension are those where the pathways towards change are largely unknown at the beginning of practice and may never be completely understood even at the end of the program. While experience and principles from other situations may guide the design and implementation of such work, it is often the case that it is only by probing and acting that understanding is developed.

In these situations, regular monitoring and feedback provide the information to enable the program to assess its progress, or not, towards its objectives, and adapt as experience and learning develops. Typically, this assessment is not against predetermined indicators (given that the pathway to those objectives are not clear). Rather it is exploratory, gathering information about what change has happened, then analyzing this information against the broader outcomes being sought. Examples of programs like this include those working across diverse sectors, those where multiple partners are involved, or those operating in locations where the intersection of politics, culture and social and economic relations is itself complex and dynamic (Snowden, 2007).

Understanding the importance of monitoring and feedback, the principal of this turnaround school and her ScIP were able to pinpoint the most appropriate methods to address Cultural Relevant, Social Emotional, and SES concerns with free programs and initiatives that

would address the fundamental needs of these students in an effort to be successful with the curricular expectations.

## Major Findings Two: Relationship Between B&D – Human Resource Frame and RAC

### Principles 5 “Staffing” & 3 “Instruction”

In response to the fifth and fourth questions the participants addressed the leadership style Bolman & Deal coined as the “human resource” frame. Participants divulged insight regarding this frame through questions aligned with two of RAC’s principles: Principle #5 – Staffing Practice and Principle #3 – Effective Instruction. The participants noted several ways the principal shaped staff growth, accountability, and retention: through transfers, through promotions, and through training. The codes that came from Principle #5 were: loss of staff to retirement, retention of core staff, the loss of staff as a result of transfers, and the loss of staff to growth as well as the retention of staff due to growing within, which are codes that were combined, because in this case both encapsulate growth.

**Transfers:** An early primary responsibility of the guiding coalition is helping to identify aligned behaviors and practices to support the school’s fundamental purpose (Williams & Hierck, 2015). In Part One of *The Five Dysfunctions of a Team* an anecdote about Jeff Shanley, former CEO and Cofounder of DecisionTech embodies the removal, dismissal, demotion, or transfer of staff. The story is:

None of DecisionTech’s 150 employees were shocked by Jeff’s removal. While most of them seemed to like him well enough personally, they couldn’t deny that under his leadership the atmosphere within the company had become increasingly troubling. Backstabbing among the executives had become an art. There was no sense of unity or camaraderie on the team, which translated into a muted level of commitment. Everything seemed to take too long to get done, and even then, it never felt right.



This anecdote shed light on why the newly appointed principal of this underperform underprivileged New Jersey high school afforded members of her original leadership team to get on board with her vision, but when they blatantly expressed their lack of investment. The principal transferred them out of her school, and had already identified leaders from within and without to recruit as members of her new leadership team.

**Retaining Core Staff:** To elicit real investment and commitment from your school leaders and staff, and when the questions arise, heed the advice Buffman et al. offered in 2012 (Williams & Hierck, 2015): In the end, true commitment comes when people see that the changes work. So, the key is to build consensus, then get started doing the work. You will never get commitment until you start doing the work, but you cannot start until you get consensus (p. 31).

While building a solid team, the principal noted she was cross training staff with book studies and eliciting feedback from staff on what professional development opportunities they deemed most relevant for them to achieve the goals that were established from their SCIP through the SIP and PDP.

**Growth of Staff:** Many school leaders are seeking more effective organizational behavior by drawing on the leadership potential of all stakeholders, especially teachers (Gabriel, 2005). Schools making this change are creating and expanding teachers' roles as leaders. For principals, this trend is a shift from "relying on the power of the system" to "seeking to empower others" – or, more specifically, a shift from "seeking to be in control" to "letting go of control and building a community of relationships that tends to be self-organizing" (Caine & Caine, 2000).

The participants themselves have expressed the transfers, the promotions, and the training staff have received at the hands of the principal of this turnaround school. In interviewing the principal, it has been her intention to develop leaders; it was one of her SIP goals; this fostering of transparency and teacher voice through feedback had in turn developed the staff in ways that has promoted teacher leaders and other leaders to lead in advanced positions elsewhere. She had done this through allowing the staff to appoint Grade/Content Level Leaders and Vertical Leaders such as Literacy, Math, and Data Coaches. These individuals are part of the school's leadership team, which was established as a result of a goal derived from the ScIP.

**Retirement:** There is nothing profound about losing staff to retirement – especially when there is a new principal appointed. Individuals generally retire at the end of a long career and generally have grown acclimated to the status quo, and so rather than to be resistant to change – retirement is an option such members have. William & Hierck (2015) note:

Higher performers characteristically have less focus than others on rule following and compliance. This does not mean that high-performing leaders break rules. It does mean that they start with a primary focus on the shared mission, vision, commitment, and the results they want to achieve. They concentrate on helping teammates face the same direction and modeling mutual accountability for shared commitments. They tend to challenge current practices that are not in support of goals developed for improving student achievement. They are willing to take risks to achieve results.

The principal, Felicia noted in her interview the following:

[The staff] had pushback on Coaches [conducting walkthroughs], because I had Coaches do the Coach's Walk to [collect] their data, and when the union did their first pushback, I can remember [the Grievance Chair, who was a member of my ScIP] raising a hand at a faculty meeting and said, "I just want to let you know that the position of the union is that Coaches do not do walks, because [Coaches] do not evaluate." I said, "Okay. So, I'll tell you what we're going to do.

Felicia discussed that she would, "put the walkthrough instrument – not evaluation – the walkthrough instrument in everyone's mailbox, and when the Coaches go to do their walk, if [the staff] wants feedback from the Coaches, all [the staff member] has to do is leave the instrument

on the corner of [his/her] desk.” Felicia continued, “When the [Coaches] come in, [the Coaches] will pick it up, and they will provide feedback. Every single teacher, including [the Grievance Chair] had that instrument at the corner of their desk. What that did was begin to build a level of trust.”

The principal provided not only an example of trust, but of transparency, which absolutely challenged the status quo, and opened up the arena for feedback, professional development, and growth.

The response to the question dealing with Principle #3 – Effective Instruction elicited a few codes: the ScIP revisiting the SIP, the development of PD, and the surveying of teachers or students; the participants’ responses aligned with the “human resource” frame, because “effective human resource leaders will create a context in supervision that employees are respected, worthwhile and essentially the greatest reason why an organization is successful. A supervisor who embraces supporting employee needs and encourages these needs to have a place in supervision constitutes the existence of the human resource frame and its relevance as an internal part of the success of an organization” (Hilton, 2007). Thereby, their responses shed light on the way the members of the ScIP are valued as active contributors to the vision through their constant revisiting of the SIP as well as their contribution with the orchestration of PD opportunities. Additionally, since the principal of this turnaround school utilizes her staff and students as contributors, it reinforces Hilton’s interpretation of the “human resource” leadership frame. *The Leadership Challenge* notes:

You have to express [visions that compel people at every level] so that every manager and every employee can break it down into specific things that are relevant to them. The vision has to appeal to people’s head, heart, and hands. Head, meaning that they understand it logically. Heart, meaning that it’s emotionally compelling to them. And hands, meaning that it’s actionable, that they know what to do, and they’re empowered to do it (Kouze & Posner, 2017).

One of the participants, Brianna, noted, “When the leadership team plans out the team meetings for that week; we look at it – the SIP; we look at the PDP to make sure we’re hitting all of those different areas that we – focus on instructionally. During those team meetings, we make sure the topics are aligned to whatever the focus is.” Brianna’s statement further emphasizes the idea that strong teams prioritize what’s best for the organization and then move forward. Members of high-performing teams are consistently able to put what’s best for the organization ahead of their own egos. Warren Buffet put it, by definition, “A leader is someone who can get things done *through* other people.” Additionally, if you want to lead, it is critical to know what the people around you need and expect from you (Rath, 2008). Hence, the turnaround principal’s constant use of her leadership team, and their constant review of the SIP.

#### Major Findings Three: Relationship Between B&D – Structural Frame and RAC Principles 6 “Data” & 7 “Time Management”

The two questions that tackled Principle #6 and Principle #7 simultaneously addressed the leadership style Bolman & Deal coined as the “structural” frame. As a result, several codes emerged from the participants’ responses: analyzing ELA and Math assessment data, interpreting Building Common Assessments, collaborating during CPTs, planning Culturally Relevant instruction, and facilitating the HQT push in. The following codes directly addressed data: ELA and Math assessment data and Building Common Assessments. The following codes directly addressed the effective use of time: CPTs, Culturally Relevant instruction, and HQT push in.

All of the members discussed analyzing ELA and Math data, but what is emerged as poignant was their discussion of the Building Common Assessments, which the leadership team

spearheaded themselves; the team used the data from these assessments to analyze ELA and Math standards. Doug said:

We give frequent formative assessments, so the district has their benchmarks, but we don't want to wait until November to diagnose if the student is struggling in certain areas, so we give frequent formative assessments – usually every two weeks. They are short formative assessments student take on [our school's online instructional database], and my job [as the Data Coach] is to gather all of that data, organize it, and then disseminate it.

*Data-driven Decision Making: A Handbook for School Leaders* discusses the following:

Before venturing into actual data disaggregation, or focused school improvement planning based on standardized test data, it is critical to build a foundation by informing the whole group, engaging in dialogue about the bigger picture, and taking time to reflect on the solidity of the team as a whole (O'Neal, 2012).

O'Neal noted that culture building is a critical prerequisite to ensure team unity. A team that meets in an ongoing, focused way is also more likely to be able to carry school improvement work forward when administration changes.

Assessments should not be isolated events. They need to be discussed, used as teaching tools, and referenced in the future (Gabriel, 2005). Through anecdotes and reference, the participants of the ScIP demonstrated that their assessments were not being administered in silos, and there was a consistent and focused purpose for looking at the data that the assessments they implement provided for their decision-making processes.

**CPT:** Time, common time, needs to be dedicated for the team to work together. Providing adequate time for teams to work together makes a difference in how the teams function (Mertens et al., 2010). As far as CPT, responses such as Christina's shed light on the commitment the staff have toward the work. "We use our prep time a lot to plan, to grade, to update data, to collaborate. We often plan without being told – really. It just makes it a lot

easier to work.” The literature provides an extensive list of responsibilities of a team, most of which are completed during CPT. In addition to [CPT time being used for] instructional planning and reflection, analysis of student work and test data, and addressing student concerns, [CPT time is also used for] professional learning and book study (Conley & Muncey, 1999; Kokolis, 2007) and joint decision making (Kokolis, 2007).

**Culturally Relevant instruction:** We often talk about the problem of the achievement gap in terms of race – racial relations, issues of oppression and equity – while ironically the solutions for closing students’ learning gaps in the classroom lie in tapping into their culture. But just why and how we use culture to close learning gaps remains vague for many teachers and seems counterintuitive for others who may have been taught not to focus on differences and instead, be “color-blind.” (Hammond, 2015). Doug noted during his interview, “This year we did a big Cultural Relevancy push from various instances that came up in discussions and things that have been observed. So, we designed PD around that, and we are doing a book study.” Doug’s response indicates the way the team used observational data to determine the need for the “big push.” Hammond (2015) notes that “learning to put culturally response teaching into operation is like learning to rub your head and pat your stomach at the same time. This move feels a bit awkward at first because you have to get your hands to perform two different movements in unison. The trick is to get each movement going independently then synchronizing them into one rhythmic motion.” This is what the SCIP decided to do through PD and book studies; they built capacity before employing the strategies.

**HQT Push In:** The practice of co-teaching has a storied history in education and is currently commonplace in just about all urban schools. In the most popular form of co-teaching, two adult teachers work in tandem to teach the class. If certain students don’t understand the

instruction, or if one teacher is having an issue delivering the content, a co-teacher will sprint into action to support their peer (Emdin, 2016). Students at the underperforming underprivileged turnaround school were struggling with ELA, and the leadership team identified the teachers that were struggling the most with specific standards. Student achievement begins and ends with the quality of the teacher, the instructional program, and its leadership. So, in trying to improve achievement, you first need to consider whether your teachers are effective. Are they instructionally solid? How do you determine whether they are or not? What do you do if they are not? (Gabriel, 2005).

When participants discussed the HQT push in model; it was noted that the leadership team analyzed data from assessed standards, and the results revealed that some teachers were doing powerfully well on standards that others struggled, and therefore, the teachers with success were identified as HQT push in teachers. Of those teachers, a 10<sup>th</sup> grade English Teacher emerged and ended up pushing into 7<sup>th</sup> grade ELA to support growth. Brianna noted during her interview: Last year we looked at some data, and we noticed some trends going on with 7<sup>th</sup> grade. They were really struggling, and they're struggling again this year. So, [the principal] did a push in program where some stronger teachers pushed into the 7<sup>th</sup> grade classes, [in the end] the 7<sup>th</sup> grade [ELA] actually had the higher SGP and PARCC scores, because of that push in program.

During the principal's interview, she noted, "I'm a master scheduler." Several codes emerged from the question dealing with Principle #7 – Effective Use of Time: content area CPT, PD & PLC, horizontal and vertical articulation, team meetings, collaborating with coaches, and extra preparation period for ELA and Math; the participants' responses also aligned with the

“structural” frame, because “embracing a structural frame in supervision requires leadership to have written clarity in areas of job performance defined by structure (Hilton, 2007).

**Content Area CPT & Team Meetings:** Eric noted, “We have team meetings here. We try to do high school content area meetings.”

**PD:** The principal commented about PD: “You’ll find that throughout the years I start book studies, and I start PD with the leadership team. We PD all summer, so that we’re developing what that rollout is going to be throughout the course of the year.”

**Horizontal and Vertical Articulation & PLC:** Horizontal alignment is the degree to which an assessment matches the corresponding content standards for a subject area at a particular grade level (Porter, 2002; Webb, 1997a; Webb, 1997b). The assessments concretely represent the standards, providing a target upon which teachers can focus their instruction and students can focus their studies. Using classroom instruction that follows the standards, teachers can effectively prepare their students for the accountability assessments (Case & Zucker, 2008). Vertical alignment is the alignment of different parts of an entire education system (Case & Zucker, 2008). The parts of the education system include curricula, textbook content, the opinions of stakeholders (such as parents), classroom instruction, and student achievement outcomes (La Marca, Redfield, Winter, Bailey, and Despriet, 2000; Porter, 2002; Webb, 1997b). The principal of this underprivileged underperforming turnaround school noted, “I do vertical and horizontal articulation for PLCs. That way it allows for common training.” As far as PLCs are concerned, Williams & Hierck (2015) quoted Melanie S. Morrissey (2000):

[PLCs] offer an infrastructure to create the supportive cultures and conditions necessary for achieving significant gains in teaching and learning. Professional learning communities



provide opportunities for professional staff to look deeply into the teaching and learning process and to learn how to become more effective in their work with students.

Expectation and culture are blended when it pertains to PLCs. The prevailing mindset of the staff was that they hold themselves accountable to their own knowledge to impact student achievement.

**Team Meeting & Collaborating w/ Coaches:** No single agency can meet the need of the increasing number of children with educational, social, and medical problems who are at risk of being unsuccessful in school and society. Educators need to recruit and cultivate partnerships with parents, agency personnel, community leaders, university, and business and come together with unity of purpose (Welch & Sheridan, 1995; Slater, 2004). During Doug's interview, he noted, "If we give an assessment today, once the assessment window closes, we meet with the team, go over the data, and then I'll meet informally with the Math and Literacy Coaches. If [Teacher A] did really well and [Teacher B] didn't, then we would pair the two, so the stronger of the two can help support the struggling colleague." Collaboration with its emphasis on common goals, relationships, and mutual interdependence (Cook & Friend, 1992; Welch & Sheridan, 1995) is a way to build community as well as being a way of life within a community. Within a community, individuals depend on each other for their own learning and work. Without this sense of interdependence, community cannot exist. Inherent within the movement to create community in schools is the process of collaboration (Slater, 2004).

**Extra ELA & Math Prep:** The rigor of instruction in ELA and Math has increased since new K-12 standards for the two content areas were adopted in New Jersey several years ago. V. Darleen Opfer et. al. (2016) noted:

The results from data findings are intended to help states and school districts reflect upon areas where teachers may benefit from additional guidance about how to address their

state standards in ways that best support student learning. The findings also point to subgroups of teachers who may be more likely to require additional resources or professional development to help them effectively implement these new changes.

This approach was noted in this study. Eric explained, “What we do in Math and ELA, we give them one more meeting time, because they have a little bit more to do: plan and prepare for. Mondays and Fridays, teachers have duties. Tuesday, Wednesday, and Thursday, it’s team meetings where they can plan, collaborate. Thursdays, Math and ELA have their extra day.” Although Eric does not state it outright, the ELA and Math teachers have “more to do,” and “more to plan and prepare for,” because of state assessments. Therefore, they get more time embedded in their schedule to coordinate.

#### Major Findings Four: Relationship Between B&D – Symbolic Frame and RAC Principles 8

##### “Family Engagement” & 2 “Culture & Climate”

In response to the sixth and eighth questions, the participants dealt with the leadership style Bolman & Deal coined as the “symbolic” frame. Participants’ responses also aligned with the “symbolic” frame, because “supervisors can play an inspirational role with employees if we attach meaning and purpose to what we do as caregivers in the field of child and youth care beyond ourselves” (Hilton, 2007). Their insight regarding this frame came through questions that aligned with two of RAC’s principles: Principle #8 – Effective Family and Community Involvement and Principle #2 – School Culture & Climate. The participants noted a couple of ways the principal engaged families and community: through the Parent Corner and through the Mayor’s Mentorship Program. Additional codes that came from Principle #2 were: student centered instruction, stakeholder collaboration, transparency, and scheduling.

**Stakeholder Collaboration – Parent Corner & Mayor’s Mentorship:** Participants in this study made numerous reference to the community’s use of the facility, but more than that; they involved themselves in the school community. Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs (NEA, 2008). Doug stated a sentiment shared by each participant: “The Parent Corner really started getting parents in [to the school], and it allowed [the staff] to be transparent with them.” Doug also inserted, “The principal did book studies with the parents.”

Once a month the school invited parents in to do a variety of innovative things. During these monthly meetings, staff facilitated workshops modelling for the parents fun ways to support instruction at home. Cotton and Wikelund (1989) assert that the research indicates that parents generally want and need direction to participate with maximum effectiveness. Orientation/training takes many forms, from providing written directions with a send-home instructional packet; to providing "make-and-take" workshops where parents construct, see demonstrations of, and practice using instructional games; to programs in which parents receive extensive training and ongoing supervision by school personnel. These Staff Corners were implemented to do this with parents on a monthly basis.

In addition to parental involvement, the Mayor has direct involvement with the school; his interactions with the school seemed consistent and intensive. Researchers cite parent-family-community involvement as a key to addressing the school dropout crisis and note the strong school-family-community partnerships foster higher educational aspirations and more motivated students. The evidence holds true for students at both the elementary and secondary level,

regardless of the parent's education, family income, or background – and the research shows parent involvement affects minority students' academic achievement across all races (NEA, 2008).

**Student-Centered Instruction:** Student-centered instruction is a form of active learning where students are engaged and involved in what they are studying (Brown, 2008). It is the notion that students *learn by doing*. When participants discussed student-centered instruction, participants noted that teachers within the school employ gradual release: guided practice to small group. Student-centered instruction is when the planning, teaching, and assessment revolve around the needs and abilities of the students. The teacher *shares* control of the classroom, and students are allowed to explore, experiment, and discover on their own (Brown, 2008).

**Transparency:** The core of authentic leadership extends beyond the authenticity of the leader as a person to encompass authentic relations with followers (Gardner et al., 2005; Avolio & Gardner, 2005; Emuwa, 2013). This relationship is characterized by: (a) transparency, openness and trust, (b) guidance toward worthy objectives, and (c) an emphasis on follower development (Gardner et al., 2005; Emuwa, 2013). Consequently, authentic leaders' behaviors are reflected on the followers' actions (Bass & Steidlmeier, 1999; Fields, 2007; Zhu et al., 2011; Emuwa, 2013) and follower development (Bass & Steidlmeier, 1999; Gardner et al, 2005; Walumbwa et al., 2010a; Emuwa, 2013). The participants in this study indicated both favorable and unfavorable transparency. Favorable transparency was notations on data and administrations receptivity to feedback. It can be inferred that Andrew's colleagues were so comfortable with him, they share with him their experiences that make them "disgruntle." However, both Andrew and Doug noted in their interview that "you can't make everyone happy." Despite some implication of collegial complaining, a leader's authenticity and integrity must be recognizable

by followers in order for these positive personal attributes to make a difference in the degree or nature of the leader's influence (Fields, 2007; Emuwa, 2013). Under the principal and the ScIP's influence, parents have become more involved, staff have grown and developed more professionally, student achievement has increased, and teacher leadership opportunities have been realized.

**Scheduling:** It is more often the structure of an organization than the inadequacies of the people who work within it that causes problems (Bonstingl, 1992; Canaday & Rettig, 1995). The interview participant noted that the scheduling had made them more instructionally engaged. Redesigning a school schedule, as the principal, Felicia did, can help address three issues: (1) providing quality time, (2) creating a school climate, and (3) providing varying learning time (Canaday & Rettig, 1995). Interview participants discussed the impact scheduling had on culture. They noted that staff was focused on data and as a result of their PD and action research opportunities they were equipped to address the concerns the data revealed.

As a result, of the principal's posting data despite the negative results and as a result of the principal's inclusion of all stakeholders, which resulted in the growth of staff and the participation of parents and community members, the principal cultivated a culture and climate of trust, inclusivity, and transparency.

### Summary

All of the members of the study made implications that the professional growth staff experienced was attributed to the principal's leadership. All of the members of the study also expressed that Content Area Common Planning Time was utilized extensively as a result of the leadership team's focus upon assessment data, which indicated the need to address specific ELA and Math standards. Additionally, every member of the study had a shared enthusiasm when

they discussed the *Parent Corner*. It was clear in each member's narrative that this parent initiative had empowered members of the staff to facilitate workshops and connect with parents, which contributed to the culture and the climate of the school. Almost all of the members either discussed revisiting the School Improvement Plan (SIP) or designing Professional Development Plan (PDP), which shed light on the leadership's focus on planning and adhering to the plan as well as developing the staff collectively.

Most of the participants also noted that members of the ScIP were appointed as a result of their influence among the staff; the influencers allowed for initiatives to be implemented because of their ability to generate buy-in from staff that might have otherwise resisted change. Also, most of the participants expressed the professional growth of many of their colleagues. The consensus was that the growth was attributed to the principal's leadership and mentoring. Additionally, since cultural relevancy was a frequently mentioned topic for the participants, the inference the researcher drew from the interviews was: as a result of a lack of connectivity with students' cultural identity in terms of rapport between teacher and student, instruction was ineffective. However, most of the participants discussed how the planning was done to ensure culturally relevant instruction – through professional development and book studies, which in turn built capacity in this area. Teacher collaboration was also another code that most of the participants discussed, which shed light on the ongoing support teachers, coaches, and administrators provided one another. Consequently, most of the participants also addressed student-centered instruction. The implication was that teachers support and facilitate and students are responsible for taking a collaborative or lead position in his or her instruction.

### Implications for Practice

The findings from this study indicated that there are several implications for how underperforming underprivileged RAC “priority” or “focus” schools can turnaround and go from designation to “no designation.” The following section includes implications for practice intended to improve conditions for underperforming underprivileged RAC “priority” or “focus” schools.

### *Building a Team and Cultivating Trust.*

**Evaluating the Buy-In from Staff.** This study revealed how a leader coming into a new environment with the purpose of improving underperformance while considering students socioeconomic disadvantage requires the leader to know two things before she even knows her staff: 1) know the data, and 2) know her goals based upon the data. This way she can introduce the data and her goals to the staff, and then evaluate the receptivity she gets from the staff.

**Recruiting Quality Staff from Without.** If there are members of the staff who refuse to make the necessary adjustments to effectively implement and adhere to the leader’s goals, then the leader must consistently and fairly use the adopted evaluation tool to reflect the level of proficiency of staff, which will identify successful and unsuccessful staff. Efficiently using the evaluation tool will give the leader grounds for non-renewals or transfers.

**Mentoring Staff with Potential for Promotion from Within.** As the leader is evaluating the buy-in from the staff, and while the leader is identifying the quality of her staff, she is able to pinpoint staff with the potential for promotion from within the school. Therefore, the leader would support and even shape the professional growth of these staff members.

**Creating a Team.** After the leader has evaluated the buy-in from staff members, recruited staff from outside of the organization, and identified staff with potential from within the organization, the leader can now build her leadership team.

### *Utilizing Data and Setting Goals*

**Creating and Vetting In-House Assessments.** Data trends are easily assessable, because the state publishes state assessment data on the state's BOE website. This data may be reported once or twice a year; however, in order to obtain current data and to obtain it consistently, a school district might also adopt district assessments. Even still, district assessments are generally administered quarterly. Therefore, if a leader is not interested in waiting for data from their district or their state, but the leader is interested in identifying student needs early and consistently, the leader might choose to administer bi-weekly building common assessments that align with the rigor and expectation of state assessments. They might have the Literacy and Math Coach create and vet the building common assessments against sample questions from the state assessment and take input from ELA and Math teachers. Since the building common assessments are so frequent, it gives the leadership an opportunity to look at data and support staff through the teachers' collaboration with coaches, through staff's professional development, and through teacher's pushing into classrooms to model best practices in support of their co-teaching pair.

**Every Potential or Existing Initiative Receives Feedback.** When implementing a new program or deciding what professional development opportunity is needed or when identifying the opinions of stakeholders: students, teachers, and parents, the leader might use surveys to elicit data to consider other perspectives when addressing her goals. As a result, stakeholders feel valued and more likely to be a resource.

**Consider the Findings for Planning and Execution.** The leader would not only establish goals, and then create a team to help her to address the goals, the leader would have to ensure the leadership team does so consistently with programs and stakeholder support.



## *Building Capacity*

**Establish a Parent Corner.** Transparency is key, and in order for a leader to have an indirect impact on student achievement, the leader would certainly want the parents to be knowledgeable about the goals the school has for their children and why. Additionally, the parents' buy-in is paramount, because students might get the support they need from their parents in conjunction with the support students need from the school in order to cultivate student achievement.

**Provide Professional Develop to Support Staff.** The leader could consider her goals as well as her evaluation of staff, and the feedback generated from the staff to provide professional development opportunities and to trust the capacity she built as a leader to utilize staff. Staff themselves might facilitate professional development opportunities. Schools that are underprivileged and underperforming could benefit from a leader that builds a team of potential leaders while implementing her leadership plan. Felicia, the principal's response to the culture and climate question shed light on her focus on building capacity. She said she spoke with the ScIP about shared leadership and collaboration. She noted that "teachers and administrators [were] at the table collectively talking about, 'What are we going to do as far as PD? What are we going to do when talking about those professional development goals, or those building goals?'" Felicia asserted, the leadership team received PD to build their own capacity, and then they turnkey it to the staff. After which, staff were given opportunities to also facilitate workshops for staff and parents.

**Schedule Opportunities for Staff to Collaborate.** When building capacity, the leader could ensure that teachers' schedules align either by content area or grade level. Cross grade level alignment provides teachers the opportunity to identify how content area standards progress

from one year to the next. Therefore, the schedule that promotes horizontal and vertical articulation promotes student achievement. The collaboration encourages a shared message, which could enhance the school culture and instructional engagement.

### *Revising Goals and Considering Stakeholders' Feedback*

**Focus on ELA and Math.** The collaboration opportunities might allow staff to focus their pedagogy on ELA and Math standards, and this effort does not have to be done in isolation. The ELA and Math teachers as well as all other teachers could infuse ELA and Math standards in their instruction (i.e. the Physical Education teachers implemented a writing assignment to support ELA).

**Infuse Culturally Relevant Instruction.** While teaching students of color, and in this case, Black American students, the teachers might understand and provide culturally relevant instruction, while also being aware of culturally relevant interpersonal cues in an effort to create instructional experience for students that is authentic for them.

**Support Social Emotional Learning Needs.** As a result of the socioeconomic conditioning of underprivileged and underserved student populations, many of these students have social emotional needs that are so severe they take precedence over the student's academic needs. Therefore, the primary concern for these students might be to support the student's SEL needs in order to support the student's academic needs.

### Recommendations for Future Research

Although this study only focused on a former RAC "priority" middle/high school's SciP, it is clear from the findings in this study that there needs to be more research on all underperforming underprivileged schools.

1. This study included (6) former or current ScIP members of a single middle/high school that was formerly designated a “priority” school. A suggested future study would be to compare and contrast the experiences of another set of former or current ScIP members of a middle and/or high school that was formerly designated a “priority” or “focus” school.
2. The former and current ScIP that participated in this study shed light on their leader’s strategic retention and dismissal of staff. Therefore, a study of the perception staff retention and staff dismissal within turnaround schools might provide insight into why selected staff are retained or dismissed over other staff.
3. The principal of the turnaround school in this study noted her extensive training in the evaluation tool, and her recruitment of assistant principals with the same extensive training to “evaluate [ineffective] staff out.” As a result, a study of school administrators’ perception of effectiveness in relationship to components of a common evaluation tool could be revealing.
4. It was clear that the ScIP (or leadership) team of this turnaround school was structured deliberately. An informative study might be on principals of turnaround schools ScIP (or leadership) team recruitment practices.
5. A comparative study regarding the use of data between schools that retained its RAC “priority” or “focus” status after five years in relationship to a school that successfully turned-around within five years could generate insight in the effective use of data.
6. The ScIP members involved in this study unanimously identified the *Parent Corner* as a community/parent initiative, and they each described it as an opportunity to inform parents on best practices. Their response shed light on a potential case study on parents

of a turnaround school who are involved in a collaborative and consistent group (that is not a Parent Teacher Organization or Association [PTO/A]) and their perception of the leadership and teachers.

### Conclusion

The researcher's goal was to identify the impact of the leadership team (SciP) – using RAC's (8) turnaround principles as the driver and B&D's leadership frames as the compass. Furthermore, the researcher demonstrated the alignment between the two: the frames with the principles. As a result, RAC's (8) turnaround principles served as a blueprint for the way the school would discuss, implement, and adhere to initiatives, and because of the alignment that B&D's (4) frames have with RAC's (8) turnaround principles the (4) frames automatically were activated, which concurrently revealed the style of leadership that was being employed against the turnaround efforts (or initiatives).

The total (direct and indirect) effects of leadership on student learning accounts for about a quarter of total school effect (Leithwood, 2004). Studies have shown that older students who are low-income are generally intrinsically motivated by competence, autonomy, and relatedness (connection). Therefore, a leader with such students must have a vision that ensures teachers contribute to students' social development. The principal of study had an impact, because she exposed staff as well as other stakeholders to culturally specific professional development workshops; this exposure allowed for staff to be more connected to students and to hold one another accountable through book studies and informal classroom observations.

Students were also exposed to rigorous and poignant instruction as a result of frequent assessments. The principal ensured teachers had time to collaborate and analyze the data from these assessments. This time was also used for teachers to focus and improve instruction, and

the result of the modified instruction helped students to demonstrate proficiency in standards they initially struggled. Additionally, classrooms were said to be “student-centered.” As a result, students helped to facilitate their own learning as well as the learning of their peers.

The findings in this study revealed the principal was intentional when identifying a credible leadership team and instructional staff. In turn, the principal was able to establish credibility among the staff. With staff on her team that she and the staff identified, the principal was able to collaboratively plan action steps to address goals she helped her team to identify through data analysis. Moreover, the principal supported both members of her leadership team and her staff as a whole with schedules that promoted collaboration and professional development opportunities where staff conducted book studies in conjunction with action research. Both teachers and coaches have been identified for implementation of best practices and have facilitated workshops for parents and their colleagues. This study sought to pinpoint the leadership’s effects on the school’s improvement in RAC designation from “priority” to “no designation.” The researcher was able to identify (4) major themes that revealed the adjustments the principal made to foster a culture of trust, inclusivity, and transparency, which in turn facilitated the turnaround efforts.

## REFERENCES

- (2012, Apr). New Jersey Department of Education Final List of Priority, Focus, and Reward Schools. Retrieved from <https://homeroom5.doe.state.nj.us/broadcasts/2012/APR/11/6423/Priority-Focus-Reward%20Schools%20-%20FINAL%20list.pdf>
- (2014, Mar 18). R3221 Evaluation of Teachers of New Brunswick Board of Education Regulation Manual. Retrieved from <http://www.nbpschools.net/documents/Board%20of%20Education/Board%20Regulation%20Manual/NB%20Regulation%20Manual%20Section%203000%20Teaching%20Staff%20Members.pdf>
- (2017, Sept 5). New Jersey Department of Education Office of Comprehensive Support Priority and Focus School List. Retrieved from <http://www.state.nj.us/education/reform/PFRschools/PriorityFocusSchools.pdf>
- (2018). Accipio. Retrieved from <https://www.accipio.com/eleadership/mod/wiki/view.php?id=1666>
- Abbott, C. J., & McKnight, K. (2010). Developing instructional leadership through collaborative learning. *AASA Journal of Scholarship and Practice*, 7(2), 20-26.
- Adejumo, M. (2018). Beyond socioeconomic status: The impact of principal leadership in urban and high-poverty turnaround schools. *Dissertation Abstracts International Section A*, 78.
- Agard-Jones, L. (1996). The role perceptions of African American staff in maintaining community on two predominantly White state college campuses.
- Aikens, N. L., & Barbarin, O. (2008). Socioeconomic differences in reading trajectories: The contribution of family, neighborhood, and school contexts. *Journal of Educational Psychology*, 100(2), 235.
- Agrell, A., & Gustafson, R. (1994). The Team Climate Inventory (TCI) and group innovation: A psychometric test on a Swedish sample of work groups. *Journal of Occupational and Organizational Psychology*, 67(2), 143-151.
- Alsubaie, M. A. (2016). Eadership Analysis in K-12 Case Study &Quot: Divided Loyalties & Quot. *Journal of Education and Practice*, 7(18), 49-54.  
doi:10.1107/s0108270101018765/sk1522sup1.cif
- Avolio, B. J., Bass, B. M., & Zhu, F. W. W. (2004). Multifactor leadership questionnaire: manual and sampler set. Redwood City, CA: Mind Garden.
- Avolio, B.J. & Gardner, W.L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16, 315-338. Retrieved from

- Baharudin, R., & Luster, T. (1998). Factors related to the quality of the home environment and children's achievement. *Journal of Family Issues*, 19(4), 375-403.
- Bass, B., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *The Leadership Quarterly*, 10(2), 181-217. Elsevier. Retrieved from <http://linkinghub.elsevier.com/retrieve/pii/S1048984399000168>
- Becker, G. S., & Tomes, N. (1979). An equilibrium theory of the distribution of income and intergenerational mobility. *Journal of political Economy*, 87(6), 1153-1189.
- Benjamin, S. (2014). Shifting from data to evidence for decision making. *Phi Delta Kappan*, 95(7), 45-49.
- Benson, J. (n.d.). Four Frames for Principals, New and Experienced. Retrieved from <http://www.wholechildeducation.org/blog/four-frames-for-principals-new-and-experienced>
- Bernhardt, V. L. (2004). Continuous improvement: It takes more than test scores. *Leadership-Burlingame*, 34(2), 16-19.
- Bleuher, P. W., Ed.S. (2015, February 4). The Four Frames...Which is the most critical for school organizations? Retrieved from <https://www.linkedin.com/pulse/four-frameswhich-most-critical-school-organizations-bleuher-ed-s>
- Brinkmann, S. (2013). *Qualitative Interviewing*. Oxford: Oxford University Press. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=e000xna&AN=603936&site=eds-live&authtype=sso&custid=s8475574>
- Bogaert, S., Boone, C., & van Witteloostuijn, A. (2012). Social value orientation and climate strength as moderators of the impact of work group cooperative climate on affective commitment. *Journal of Management Studies*, 49(5), 918-944.
- Bolman, L. G., & Deal, T. E. (1984). *Modern approaches to understanding and managing organizations*. San Francisco: Josse
- Bolman, L. G., & Deal, T. E. (1991). *Reframing organization*. San Francisco: Jossey-Bass.
- Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership*. (3rd ed). San Francisco: Jossey-Bass.
- Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice, and leadership*. John Wiley & Sons.

- Boudett, K. P., City, E. A., & Murnane, R. J. (2006). The 'data wise' improvement process. *Harvard Education Letter*, 11(4), 1-3.
- Boykins, A. W., & Noguera, P. (2011). *Creating the opportunity to learning: Moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.
- Briggs, E., Jaramillo, F., & Weeks, W. A. (2012). The influences of ethical climate and organization identity comparisons on salespeople and their job performance. *Journal of Personal Selling & Sales Management*, 32(4), 421-436.
- Bromley, D. B. (1990). Academic contributions to psychological counselling: I. A philosophy of science for the study of individual cases. *Counselling Psychology Quarterly*, 3(3), 299-307.
- Brown, J. K. (2008). Student-centered instruction: Involving students in their own education. *Music Educators Journal*, 94(5), 30-35.
- Bonstingl, J. J. (1992). *Schools of Quality: An Introduction to Total Quality Management in Education*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- Bryk, A. S., & Schneider, B. (2003). Trust in schools: A core resource for school reform. *Educational leadership*, 60(6), 40-45.
- Buffman, A., Mattos, M., & Weber, C. (2012). *Simplifying response to intervention: Four essential guiding principles*. Bloomington, IN: Solution Tree Press.
- Cable, D.M., and D. S. DeRue, "The Convergent and Discriminate Validity of Subjective Fit Perceptions," *Journal of Applied Psychology*, Vol. 87, No. 5, 2002, pp. 875-884.
- Caine, G., & Caine, R. N. (2000). The Learning Community as a Foundation for Developing Teacher Leaders. *NASSP Bulletin*, 84(616), 7-14.  
<https://doi.org/10.1177/019263650008461603>
- Canady, R. L., & Rettig, M. D. (1995). The power of innovative scheduling. *Educational leadership*, 53, 4-4.
- Case, B., Ph.D., & Zucker, S. (2005). Horizontal and Vertical Alignment. *The Vertical Transportation Handbook*. doi:10.1002/9780470172865.ch20
- Chen, Z., Lam, W., & Zhong, J. A. (2007). Leader-member exchange and member performance: A new look at individual-level negative feedback-seeking behavior and team-level empowerment climate. *Journal of applied psychology*, 92(1), 202-211.
- Christie, Chris. "The Fairness Formula As Prepared For Delivery." Hillsborough High School. Hillsborough, New Jersey. 21 Jun. 2016.



- Clark, D. (2015, August 15). Retrived May 11, 1997, from <http://www.nwlink.com/~donclark/leader/leadmodels.html>.
- Conley, S., & Muncey, D. E. (1999). Teachers talk about teaming and leadership in their work. *Theory into Practice*, 38, 46-55.
- Consortium for School Networking, W. D. (2005). Data-Driven Decision Making: Vision to Know and Do. Backgrounder Brief. CoSN Essential Leadership Skills Series.
- Consortium for School Networking, W. D. (2010).
- Cook, L., & Friend, M. (1992). *Interactions: Collaboration skills for school professionals*. New York: Longman.
- Cotton, K., & Wikelund, K. R. (1989). Parent involvement in education. *School improvement research series*, 6(3), 17-23.
- Creswell, J. W., & Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches*.
- Deal, T. E., & Peterson, K. D. (1991). *The principal's role in shaping school culture*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, Programs for the Improvement of Practice.
- Defoe, D. (2013.). *Understanding Organizations Using the Four Frame Model: Family [the Human Resource Frame] and a Helpful [Lawyer's] Checklist for Organizational Assessment*. Retrieved September 13, 2013, from <https://www.psycholawlogy.com/2013/09/13/understanding-organizations-using-the-four-frame-model-family-human-resources-and-helpful-checklist/>
- Dietz, J., Robinson, S. L., Folger, R., Baron, R. A., & Schulz, M. (2003). The impact of community violence and an organization's procedural justice climate on workplace aggression. *Academy of Management Journal*, 46(3), 317-326.
- Dow, I. I., & Oakley, W. F. (1992). School effectiveness and leadership. *Alberta Journal of Educational Research*.
- DuFour, R. (2002). The learning-centered principal. *Educational leadership*, 59(8), 12-15.
- Durocher, E. A. (1996). Leadership orientations of school administrators: A survey of nationally recognized school leaders. *Dissertations Abstracts International*, 57(02), 525A. (UMI No. 9620148)
- Eamon, M. K. (2005). Social-demographic, school, neighborhood, and parenting influences on the academic achievement of Latino young adolescents. *Journal of youth and*

- adolescence, 34(2), 163-174.
- Edmonds, R. (1979). Effective schools for the urban poor. *Educational leadership*, 37(1), 15-24.
- Education Commission of the States, D. C. (1992). *Creating Visions and Standards to Support Them. Restructuring the Education System.*
- Emuwa, A. (2013). Authentic leadership: Commitment to supervisor, follower empowerment, and procedural justice climate. *Emerging Leadership Journeys*, 6(1), 45-65.
- Erss, Maria, (2017). Curriculum as a Political and Cultural Framework Defining Teachers' Roles and Autonomy.
- Every Student Succeeds Act (ESSA): A New Education Law. Referred from <https://www.ed.gov/essa?src=rn>
- Field, R. G., & Abelson, M. A. (1982). Climate: A reconceptualization and proposed model. *Human Relations*, 35(3), 181-201.
- Fields, D. L. (2007). Determinants of follower perceptions of a leader's authenticity and integrity. *European Management Journal*, 25, 195–206.
- Forward, G. L., Czech, K., & Lee, C. M. (2011). Assessing Gibb's supportive and defensive communication climate: An examination of measurement and construct validity. *Communication Research Reports*, 28(1), 1-15.
- Fudge, M. L. (2017). Reinvesting in Public Education, a Cornerstone for America's Success. *Harv. J. on Legis.*, 54, 399.
- Fullan, M. (2014). *The principal: Three keys to maximizing impact.*
- Fullan, M. (2006). *Turnaround leadership.* San Francisco, CA: Jossey-Bass.
- Gabriel, J. G. (2005). *How to thrive as a teacher leader.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. O. (2005). Can you see the real me? A self-based model of authentic leader and follower development. *The Leadership Quarterly*, 16(3), 343-372.
- Gaw, B. A. (1976). The Johari window and a partnership: An approach to teaching interpersonal communication skills.
- Gilson, L. L., & Shalley, C. E. (2004). A little creativity goes a long way: An examination of teams' engagement in creative processes. *Journal of management*, 30(4), 453-470.

- Glisson, C. (2007). Assessing and changing organizational culture and climate for effective services. *Research on social work practice*, 17(6), 736-747.
- Glisson, C., Dukes, D., & Green, P. (2006). The effects of the ARC organizational intervention on caseworker turnover, climate, and culture in children's service systems. *Child abuse & neglect*, 30(8), 855-880.
- Glisson, C., & James, L. R. (2002). The cross-level effects of culture and climate in human service teams. *Journal of Organizational Behavior*, 23(6), 767-794.
- Guzley, R. M. (1992). Organizational climate and communication climate: Predictors of commitment to the organization. *Management communication quarterly*, 5(4), 379-402.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of education*, 33(3), 329-352.
- Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980-1995. *School effectiveness and school improvement*, 9(2), 157-191.
- Hallinger, P., & Heck, R. H. (2011). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. In *International handbook of leadership for learning* (pp. 469-485). Springer, Dordrecht.
- Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., Wayman, J. C., ... & Steele, J. L. (2009). Using student achievement data to support instructional decision making.
- Hemmelgarn, A. L., Glisson, C., & James, L. R. (2006). Organizational culture and climate: Implications for services and interventions research. *Clinical Psychology: Science and Practice*, 13(1), 73-89.
- Hilton, E. (2007). Selecting the correct frame for supervision. *The International Child and Youth Care Network (CYC-Net)*, (96).  
doi:10.5790/hongkong/97898888390755.003.0013
- Hochschild, J. L. (2003). Social class in public schools. *Journal of social issues*, 59(4), 821-840.
- Hofmann, D. A., & Mark, B. (2006). An investigation of the relationship between safety climate and medication errors as well as other nurse and patient outcomes. *Personnel Psychology*, 59(4), 847-869.
- Hofmann, D. A., & Stetzer, A. (1998). The role of safety climate and communication in accident interpretation: Implications for learning from negative events. *Academy of management journal*, 41(6), 644-657.
- Hopmann, S. T. (2003). On the evaluation of curriculum reforms. *J. Curriculum Studies*, 35(4),

459–478. <https://doi.org/10.1080/0022027032000047077>

- Howe-Barksdale, S. (2007). *Actions Speak Louder Than Words: A Case Study of the Perceptions of African American Women Administrators of Community at William Paterson University of New Jersey*. Seton Hall University.
- Jackson, Y. (2011). *The pedagogy of confidence: Inspiring high intellectual performance in urban schools*. New York: Teachers College Press.
- James, L. R., & Sells, S. B. (1981). Psychological climate: Theoretical perspectives and empirical research. *Toward a psychology of situations: An interactional perspective*, 275-295.
- Jeynes, W. H. (2002). Examining the effects of parental absence on the academic achievement of adolescents: The challenge of controlling for family income. *Journal of family and Economic Issues*, 23(2), 189-210.
- Jo Hatch, M., & Schultz, M. (1997). Relations between organizational culture, identity and image. *European Journal of marketing*, 31(5/6), 356-365.
- Klein, K. J., & Sorra, J. S. (1996). The challenge of innovation implementation. *Academy of management review*, 21(4), 1055-1080.
- Kline, P., & Saunders, B. (1998). *Ten steps to a learning organization* (2nd ed.). Arlington, VA: Great Ocean Publishing, Inc.
- Klinge, W. E., & Warrick, B. K. (1990). Influence of cost and demographic factors on reading achievement. *The Journal of Educational Research*, 83(5), 279-282.
- Ko, J., & Sammons, P. (2013). *Effective Teaching: A Review of Research and Evidence*. CfBT Education Trust. 60 Queens Road, Reading, RG1 4BS, England.
- Kokolis, L. L. (2007). Teaming was a catalyst for better climate and improved achievement. *Middle School Journal*, 39 (1), 9-15.
- Kouzes, J. M., & Posner, B. Z. (2017). *The leadership challenge: How to make extraordinary things happen in organizations*. Hoboken, NJ: John Wiley & Sons.
- Kowalski, T. J., Lasley II, T. J., & Mahoney, J. W. (2017). *Data-driven decisions and school leadership: Best practices for school improvement*. Pearson.
- Kurland, H., Hertz-Lazarowitz, R., & Peretz, H. (2006). Organizational learning as a function of leadership style and vision. *Work values and behavior, shreveport, LA: International Society for Work and Organizational Values*, 621-630.
- Kurland, H., Peretz, H., & Hertz-Lazarowitz, R. (2010). *Leadership Style and Organizational*

- Learning: The Mediate Effect of School Vision. *Journal of Educational Administration*, 48(1), 7-30.
- La Marca, P. M., Redfield, D., Winter, P. C., Bailey, A., & Despriet, L. (2000). *State standards and state assessment systems: A guide to alignment*. Washington, DC: Council of Chief State School Officers.
- Lange, C., Range, B., & Welsh, K. (2012). Conditions for Effective Data Use to Improve Schools: Recommendations for School Leaders. *International Journal Of Educational Leadership Preparation*, 7(3).
- Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data a analysis tools: A call for data analysis triangulation. *School psychology quarterly*, 22(4), 557.
- Leithwood, K., Seashore, K., Anderson, S., & Wahlstrom, K. (2004). Review of research: How leadership influences student learning.
- Liao, H., & Rupp, D. E. (2005). The impact of justice climate and justice orientation on work outcomes: a cross-level multifoci framework. *Journal of Applied psychology*, 90(2), 242.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., Anderson, S. E., Michlin, M., & Mascall, B. (2010). Learning from leadership: Investigating the links to improved student learning. *Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto*, 42, 50.
- Luft, J., & Ingham, H. (1961). The johari window. *Human Relations Training News*, 5(1), 6-7.
- Luft, J., & Ingham, H. (1955). *The Johari Window: A graphic model for interpersonal relation*. Los Angeles.
- Lynch, Matthew. (2017). How to Help Low-Income Students Succeed. *The Edvocate*. Retrieved from <http://www.theedadvocate.org/how-to-help-low-income-students-succeed/>
- Ma, S. A. (2017). The impact of authentic leadership on school effectiveness: A case study of the characteristics of educational leaders in turnaround schools. *Dissertation Abstracts International Section A*, 78.
- Maden, M. (Ed.). (2001) *Success Against the Odds, Five Years On: Revisiting effective schools in disadvantaged areas* (London: Routledge Falmer).
- Mandinach, E. B., & Gummer, E. S. (2016). Every Teacher Should Succeed with Data Literacy. *Phi Delta Kappan*, 97(8), 43-46.
- Mandinach, E. B., & Jimerson, J. B. (2016). Teachers learning how to use data: A synthesis of the issues and what is known. *Teaching and Teacher Education*, 60, 452-457.

- Mariano, C. (2000). Case study: the method. Chapter 10. In P. Munhall & C. Oiler Boyd, Eds. *Nursing Research. A Qualitative Perspective* (2nd ed.) (pp. 311-337). Sudbury, MA: Jones and Bartlett Publishers.
- How to Do Case Study Research (PDF Download Available)*. Available from: [https://www.researchgate.net/publication/39729804\\_How\\_to\\_Do\\_Case\\_Study\\_Research](https://www.researchgate.net/publication/39729804_How_to_Do_Case_Study_Research) [accessed Jun 10 2018].
- Marjoribanks, K. (1996). Family learning environments and students' outcomes: A review. *Journal of Comparative Family Studies*, 373-394.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. ASCD.
- Maslow, A. H. (1954). *Motivation and personality*. New York: Harper Collins.
- May, J. J., & Sanders, E. T. (2013). Beyond Standardized Test Scores: An Examination of Leadership and Climate as Leading Indicators of Future Success in the Transformation of Turnaround Schools. *Journal of Urban Learning, Teaching, and Research*, 9, 42-54.
- Mayer, S. E. (1997). *What money can't buy: Family income and children's life chances*. Harvard University Press.
- McGregor, D. M. (1960). *The human side of enterprise*. New York: McGraw-Hill.
- McKay, P. F., Avery, D. R., & Morris, M. A. (2009). A Tale of Two Climates: Diversity Climate from Subordinates' and Managers' Perspective and Their Role in Store Unit Sales Performance. *Personnel Psychology*, 62(4), 767-791.
- McNeal, R. B. (2001). Differential effects of parental involvement on cognitive and behavioral outcomes by socioeconomic status. *The Journal of Socio-Economics*, 30(2), 171-179.
- Mendez-Morse, S. (1993). Vision, leadership, and change. *Issues... about Change*, 2(3).
- Mertens, S. B. (2013). *Common Planning Time in Middle Level Schools : Research Studies From the MLER SIG's National Project*. Charlotte, North Carolina: Information Age Publishing. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=e000xna&N=521855&site=ehost-live&authtype=sso&custid=s8475574>
- Mertens, S. B., Flowers, N., Anfara, V. A., Jr., & Caskey, M. M. (2010). Common planning time. *Middle School Journal*, 41(5), 50-57.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of vocational behavior*, 61(1), 20-52.

- Mintrop, H. (2003). The limits of sanctions in low-performing schools. education policy analysis archives, 11, 3.
- Morrissey, M. S. (2000). Professional learning communities: An ongoing exploration. Austin, TX: Southwest Educational Development Laboratory. Accessed at [www.sedl.org?pubs/change45/plc-ongoing.pdf](http://www.sedl.org?pubs/change45/plc-ongoing.pdf) on February 18, 2015.
- Moustakas, C. E. (1994). *Phenomenological research methods*. Thousand Oaks, Calif: Sage.
- Mumford, M. D., Scott, G. M., Gaddis, B., & Strange, J. M. (2002). Leading creative people: Orchestrating expertise and relationships. *The leadership quarterly*, 13(6), 705-750.
- NAESP (2013). Leadership Matters: What the Research Says About the Importance of Principal Leadership, 2.
- Nanus, B. (1992). Visionary leadership: how to re-vision the future. *The Futurist*, 26(5), 20.
- NEA (2008). Parent, Family, Community Involvement in Education. Retrieved from [http://www.nea.org/assets/docs/PB11\\_ParentInvolvement08.pdf](http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf)
- New Jersey Department of Education RAC Partnership Regional Meetings – ppt download (n.d.). Retrived from <https://slideplayer.com/slide/755125/>.
- Nix, Naomi. The 74 Million: “NJ’s Chris Christie to Challenge Decades-Old Abbott Funding Plan for Poor Cities” September 20, 2016.
- Oltman, H. (n.d.). Reflection 4: The Structural Frame. Retrieved from <https://blogs.baylor.edu/haileyoltman/2013/03/24/reflection-4-the-structural-frame/>
- O’Neal, C. (2012). *Data-driven Decision Making : A Handbook for School Leaders* (Vol. 1st ed). Eugene, Or: International Society for Technology in Education [ISTE]. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=e000xna&AN=476119&site=eds-live&authtype=sso&custid=s8475574>
- Opfer, Darleen, V., Kaufman, H., J., Thompson, & E., L. (2016). How Are Teachers Perceiving and Addressing State Standards? Retrieved from [https://www.rand.org/pubs/research\\_reports/RR1529-1.html](https://www.rand.org/pubs/research_reports/RR1529-1.html)
- Palardy, G. J. (2008). Differential school effects among low, middle, and high social class composition schools: A multiple group, multilevel latent growth curve analysis. *School Effectiveness and School Improvement*, 19(1), 21-49.
- Park, V., & Datnow, A. (2009). Co-constructing distributed leadership: District and school connections in data-driven decision-making. *School leadership and Management*, 29(5), 477-494.

- Patterson, D. A., Maguin, E., Dulmus, C. N., & Nisbet, B. C. (2013). Individual worker-level attitudes toward empirically supported treatments. *Research on Social Work Practice*, 23(1), 95-99.
- Patton, M. Q. (2002). Qualitative interviewing. *Qualitative research and evaluation methods*, 3, 344-347.
- Pertuz, S. B. (2017). *The chosen tokens: exploring the work experiences and career aspirations of Latina mid-level student affairs administrators in higher education*. South Orange, N.J. : Seton Hall University, 2017. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=cat00991a&AN=sth.on1031712438&site=eds-live&authtype=sso&custid=s8475574>
- Picciano, A. G. (2006). Blended learning: Implications for growth and access. *Journal of asynchronous learning networks*, 10(3), 95-102.
- Porter, A. C. (2002, October). Measuring the content of instruction: Uses in research and practice. *Educational Researcher*, 31(7), 3-14.
- Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.
- Reichers, A. (1990). Climate and Culture: An Evolution of constructs En: Schneider, B.(Ed.) *Organizational climate and culture* (pp. 5-39).
- Richardson, H. A., & Vandenberg, R. J. (2005). Integrating managerial perceptions and transformational leadership into a work-unit level model of employee involvement. *Journal of Organizational Behavior*, 26(5), 561-589.
- Roche, C., and Kelly, L., *The Evaluation of Politics and the Politics of Evaluation*, Development Leadership Program (DLP). Retrieved from: [https://www.researchgate.net/publication/261699760\\_The\\_Evaluation\\_of\\_Politics\\_and\\_the\\_Politics\\_of\\_Evaluation](https://www.researchgate.net/publication/261699760_The_Evaluation_of_Politics_and_the_Politics_of_Evaluation)
- Robinson, V. M., Hohepa, M., & Lloyd, C. (2007). *School leadership and student outcomes: Identifying what works and why* (Vol. 41). Winmalee: Australian Council for Educational Leaders.
- Robinson, V., Lloyd, C., & Rowe, K. (2008). The Impact of leadership on student outcomes. *Education Administration Quarterly*, 44, 635-674.
- Roddy, T. P. (2010). *Frame analysis of the self-perceived leadership orientations of headmasters of the Independent Schools Association of the Southwest*, Southern Association of Independent Schools, and the Association of Independent Schools of Greater Washington Member Schools.



<https://www.google.com/url?sa=t&source=web&rct=j&url=https://scholarworks.uno.edu/cgi/viewcontent.cgi%3Freferer%3D%26httpsredir%3D1%26article%3D2200%26context%3Dtd&ved=2ahUKEwjju8a0ILX1AhWhm-AKHbBGB9sQFjABegQIBhAB&usg=AOvVaw1eSLtOBBt6tgMyWXuvqnHs>

- Rogers, C. (1945). The Non-directive Method as a Technique for Social Research. *The American Journal of Sociology*, 50, 279–283.
- Ryan, R. M., & Deci, E. L. (2006). Self-Regulation and the Problem of Human Autonomy: Does Psychology Need Choice, Self-Determination, and Will? *Journal of Personality*, 746. <https://doi.org/10.1111/j.1467-6494.2006.00420.x>
- Schein, E. H. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Scheurich, J. J. (1998) Highly successful and loving, public elementary schools populated mainly by low-SES children of color: Core beliefs and cultural characteristics, *Urban Education*, 33(4), pp. 451-491.
- Schmoker, M. (2004). Tipping point: From feckless reform to substantive instructional improvement. *Phi Delta Kappan*, 85(6), 424-432.
- Schneider, B. (1975). Organizational climates: An essay. *Personnel psychology*, 28(4), 447-479.
- Schneider, B., Ehrhart, M. G., & Macey, W. H. (2011). Organizational climate research. *The handbook of organizational culture and climate*, 29.
- Schneider, B., & Reichers, A. E. (1983). On the etiology of climates. *Personnel psychology*, 36(1), 19-39.
- Seeley, D. (1992, April). Visionary leaders for reforming public education. In annual meeting of the American Educational Research Association, San Francisco, CA.
- Seyfried, S. F. (1998). Academic achievement of African American preadolescents: The influence of teacher perceptions. *American Journal of Community Psychology*, 26(3), 381-402.
- Shafer, W. E. (2015). Ethical climate, social responsibility, and earnings management. *Journal of Business Ethics*, 126(1), 43-60.
- Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. *Dreams and realities: Developing countries and the English language*, 291-310.
- Sheridan, J. E. (1992). Organizational culture and employee retention. *Academy of management Journal*, 35(5), 1036-1056.

- Simha, A., & Cullen, J. B. (2012). Ethical climates and their effects on organizational outcomes: Implications from the past and prophecies for the future. *The Academy of Management Perspectives*, 26(4), 20-34.
- Singh, P., & Choudhary, G. (2015). Impact of Socio-Economic Status on Academic Achievement of School Students: An Investigation. *International Journal of Applied Research*, 1(4), 266-272.
- Simha, A., & Cullen, J. B. (2012). Ethical climates and their effects on organizational outcomes: Implications from the past and prophecies for the future. *The Academy of Management Perspectives*, 26(4), 20-34.
- Slater, L. (2004). Collaboration: A framework for school improvement. *Instructional Electronic Journal for Leadership in Learning*, Vol. 8, No. 5, [https://www.researchgate.net/publication/228469990\\_Collaboration\\_A\\_Framework\\_for\\_School\\_Improvement\\_8\\_5](https://www.researchgate.net/publication/228469990_Collaboration_A_Framework_for_School_Improvement_8_5)
- Snowden, D. & Boone, M. (2007) "A Leader's Framework for Decision Making", *Harvard Business Review*, November 2007.
- State of New Jersey. (1996-2016). Inequity in NJ Schools: Equal Funding Means Better Public Education for All Children.
- State of New Jersey. (1996-2016). What are Regional Achievement Centers?. Retrieved from <http://www.nj.gov/education/archive/rac/overview/why.htm>
- State of New Jersey. (1996-2017). Abbott District Web Sites. Retrieved from <http://www.state.nj.us/education/archive/abbotts/web.htm>
- State of New Jersey. (1996-2017). Assessment Reports for years 1996 to 2014. Retrieved from <https://www.state.nj.us/education/schools/achievement/index.html>
- State of New Jersey. (1996-2017). District Factor Groups (DFG) for School Districts. Retrieved from <http://www.state.nj.us/education/finance/rda/dfg.shtml>
- State of New Jersey. (1996-2017). Quality School Review Rubric Indicators. Retrieved from <http://www.state.nj.us/education/archive/rac/pres/QSRRubricIndicators.pdf>
- State of New Jersey Department of Education: Regional Achievement Center. (nd). Retrieved from <https://www.slideserve.com/laurie/new-jersey-department-of-education-rac-partnership-regional-meetings-june-26-powerpoint-ppt-presentation>
- Suttie, Jill. (2016). How to Help Low-Income Students Succeed. *The Greater Good at UC Berkley*. Retrived from [https://greatergood.berkeley.edu/article/item/how\\_to\\_help\\_low\\_income\\_students\\_succeeded](https://greatergood.berkeley.edu/article/item/how_to_help_low_income_students_succeeded)

- Taylor, F. W. (1911). *The principles of scientific management*. New York: Norton.
- Tirozzi, G. N. (2001). The artistry of leadership: The evolving role of the secondary school principal. *Phi Delta Kappan*, 82(6), 434-439.
- Tough, P. (2013). *How children succeed: Grit, curiosity, and the hidden power of character*. Boston: Houghton Mifflin Harcourt.
- Tough, P. (2016). *Helping children succeed: What works and why*. Random House. US Department of Education. (nd).
- Trahar, S. (2009). Beyond the story itself: Narrative inquiry and autoethnography in intercultural research in higher education. *Forum: Qualitative Social Research*, 10(1), 1-20.
- Vansteenkiste, M., & Ryan, R. M. (2013). On Psychological Growth and Vulnerability: Basic Psychological Need Satisfaction and Need Frustration as a Unifying Principle. *Journal of Psychotherapy Integration*, 23(3), 263–280. <https://doi.org/10.1037/a0032359>
- Victor, B., & Cullen, J. B. (1987). A theory and measure of ethical climate in organizations. *Research in corporate social performance and policy*, 9(1), 51-71.
- Victor, B., & Cullen, J. B. (1988). The organizational bases of ethical work climates. *Administrative science quarterly*, 101-125.
- Wallace Foundation (2011), p. 2.
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management*, 34, 89–126.
- Webb, N. L. (1997a, April). *Research monograph No. 6. Criteria for alignment of expectations and assessments in mathematics and science education*. Washington, DC: Council of Chief State School Officers.
- Weber, G. (1971). *Inner-City Children Can Be Taught to Read: Four Successful Schools*. CBE Occasional Papers, Number 18.
- Weber, M. (1922). Bureaucracy. In H. Gerth & C. W. Mills (Eds.), *Max Weber: Essays in sociology*. Oxford, UK: Oxford University Press.
- Welch, M., & Sheridan, S. (1995). *Educational partnership: Serving students at risk*. Fort Worth, TX: Hartcourt Brace.
- Wermke, W., & Höstfält, G. (2014). Contextualizing Teacher Autonomy in time and space: a model for comparing various forms of governing the teaching profession. *Journal of Curriculum Studies*, 46(1), 58–80. <https://doi.org/10.1080/00220272.2013.812681>

- Wertz, M. S., Nosek, M., Mcniesh, S., & Marlow, E. (2011). The composite first person narrative: Texture, structure, and meaning in writing phenomenological descriptions. *International Journal of Qualitative Studies on Health and Well-being*, 6(2), 5882. doi:10.3402/qhw.v6i2.5882
- Wexler, A. (2014). Reaching higher? The impact of the Common Core State Standards on the visual arts, poverty, and disabilities. *Arts Education Policy Review*, 115(2), 52-61.
- Wichert, Bill. (2011, Dec 1). Chris Christie claims 31 former Abbott districts receive 70 percent of the state aid. Referred from <http://www.politifact.com/new-jersey/statements/2011/dec/01/chris-christie/Chris-Christie-claims-31-former-Abbott-districts-r/>
- Williams, K. C., & Hierck, T. (2015). *Starting a movement: Building culture from the inside out in professional learning communities*. Bloomington, IN: Solution Tree Press.
- Wolf, D. A. P. S., Dulmus, C. N., Maguin, E., & Cristalli, M. (2014). Do organizational culture and climate matter for successful client outcomes?. *Research on Social Work Practice*, 24(6), 670-675.
- Wolf, D. A. P. S., Dulmus, C. N., & Maguin, E. (2012). Empirically supported treatment's impact on organizational culture and climate. *Research on Social Work Practice*, 22(6), 665-671.
- Yin, R. K. (1994). *Case study research: Design and methods* (2nd ed.). Newbury Park, CA: Sage Publications.
- Zeeck, Kirk A., "A Phenomenological Study of the Lived Experiences of Elementary Principals Involved in Dual-Career Relationships with Children" (2012). *Education Doctoral Dissertations in Leadership*. 5. [https://ir.stthomas.edu/caps\\_ed\\_lead\\_docdiss/5](https://ir.stthomas.edu/caps_ed_lead_docdiss/5)
- Zepeda, S. J. (2004, June). Leadership to build learning communities. In *The Educational Forum* (Vol. 68, No. 2, pp. 144-151). Taylor & Francis Group.
- Zhu, W., Avolio, B.J., Riggio, R.E., & Sosik, J.J. (2011). The effects of authentic transformational leadership on follower and group ethics. *The Leadership Quarterly*, 22, 801-817.
- Zohar, D. (2010). Thirty years of safety climate research: Reflections and future directions. *Accident Analysis & Prevention*, 42(5), 1517-1522.
- Zucker, Donna M., "How to Do Case Study Research" (2009). *Teaching Research Methods in the Social Sciences*. 2. Retrieved from [https://scholarworks.umass.edu/nursing\\_faculty\\_pubs/2](https://scholarworks.umass.edu/nursing_faculty_pubs/2)

## Appendix A

### RAC Turnaround Principles

#### *Turnaround Principle 1 – School Leadership*

School Leadership	
<b>TURNAROUND PRINCIPLE 1: Ensure that the principal has the ability to lead the turnaround effort.</b>	
<b>INDICATORS</b>	
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community.
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
1.4	The principal communicates high expectations to staff, students and families, and supports students to achieve them.
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
1.6	The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, and tenure review) in order to continuously improve instructional and meet student learning goals.
1.10	The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.

#### *Turnaround Principle 2 – School Climate & Culture*

School Climate & Culture	
<b>TURNAROUND PRINCIPLE 2: Establish a school environment that supports the social, emotional, and learning needs of all students.</b>	
<b>INDICATORS</b>	
2.1	The school community supports a safe, orderly and equitable learning environment.

2.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.
2.3	High expectations* are communicated to staff, students and families; students are supported to achieve them.  <i>*Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff; Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families</i>

### ***Turnaround Principle 3 – Effective Instruction***

Effective Instruction	
<b>TURNAROUND PRINCIPLE 3: Ensure that teachers utilize research-based effective instruction to meet the needs of all students.</b>	
<b>INDICATORS</b>	
3.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
3.4	Teachers demonstrate necessary content knowledge.
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

### ***Turnaround Principle 4 – Curriculum, Assessment, and Intervention System***

Curriculum, Assessment, and Intervention System	
<b>TURNAROUND PRINCIPLE 4: Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career ready standards that have been adopted.</b>	
<b>INDICATORS</b>	
4.1	The district or school curriculum is aligned with the Common Core State Standards (CCSS).
4.2	Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS curriculum is the “taught” curriculum.
4.3	The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.

4.5	An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.
-----	---

### ***Turnaround Principle 5 – Effective Staff Practices***

Effective Staff Practices	
<b>TURNAROUND PRINCIPLE 5: Develop skills to better recruit, retain and develop effective teachers.</b>	
<b>INDICATORS</b>	
5.1	Hiring timelines and processes allow the school to competitively recruit effective teachers.
5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.
5.3	Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured and collaborative setting and individually.
5.4	Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.
5.5	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.

### ***Turnaround Principle 6 – Enabling the Effective Use of Data***

Enabling the Effective Use of Data	
<b>TURNAROUND PRINCIPLE 6: Ensure the school-wide use of data focused on improving teaching and learning.</b>	
<b>INDICATORS</b>	
6.1	Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture
6.2	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.
6.3	A specific schedule and process for the analysis of on-going formative assessment data tied to the CCSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.

### ***Turnaround Principle 7 – Effective Use of Time***

Effective Use of Time	

<b>TURNAROUND PRINCIPLE 7: Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning.</b>	
<b>INDICATORS</b>	
7.1	The master schedule is clearly designed and structured to meet the needs of all students.
7.2	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.
7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.

***Turnaround Principle 8 – Effective Family and Community Engagement***

<b>Effective Family and Community Engagement</b>	
<b>TURNAROUND PRINCIPLE 8: Increase academically focused family and community engagement.</b>	
<b>INDICATORS</b>	
8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.
8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

Note. Reprinted from the State of New Jersey Department of Education Quality School Review Rubric Indicators (1996-2017).



## **Appendix B**

### **List of (31) Abbott School Districts**

1. ATLANTIC Pleasantville
2. BERGEN Garfield a
3. BURLINGTON Burlington City
4. BURLINGTON Pemberton Township
5. CAMDEN Camden
6. CAMDEN Gloucester City
7. CUMBERLAND Bridgeton
8. CUMBERLAND Millville
9. CUMBERLAND Vineland
10. ESSEX East Orange
11. ESSEX Irvington
12. ESSEX Newark
13. ESSEX Orange
14. HUDSON Harrison
15. HUDSON Hoboken
16. HUDSON Jersey City
17. HUDSON Union City
18. HUDSON West New York
19. MERCER Trenton
20. MIDDLESEX New Brunswick
21. MIDDLESEX Perth Amboy
22. MONMOUTH Asbury Park
23. MONMOUTH Keansburg
24. MONMOUTH Long Branch
25. MONMOUTH Neptune Township
26. PASSAIC Passaic City
27. PASSAIC Paterson
28. SALEM Salem City
29. UNION Elizabeth
30. UNION Plainfield
31. WARREN Phillipsburg

## Appendix C

### RAC 2012 List and RAC 2017 List Comparison Traditional High Schools ONLY

NJDOE Final List Published April 2012			
County	School Name	Classification	Reason
Atlantic	Atlantic City High	Focus	Lowest Grad Rate
Atlantic	Egg Harbor Twp High	Focus	Largest Within-School Gaps
Atlantic	Pleasantville High	Focus	Lowest Grad Rate
Bergen	Dwight Morrow High	Focus	Largest Within-School Gaps
Bergen	Hackensack High	Focus	Largest Within-School Gaps
Burlington	Willingboro High	Focus	Lowest Grad Rate
Camden	Camden High	Priority	SIG School
Camden	Woodrow Wilson High	Priority	Lowest-Performing
Cumberland	Bridgeton High	Focus	Lowest Grad Rate
Essex	Barringer High	Priority	SIG School
Essex	Central High	Priority	SIG School
Essex	East Orange High	Focus	Lowest Grad Rate
Essex	East Side High	Focus	Lowest Grad Rate
Essex	Irvington High	Focus	Lowest Grad Rate
Essex	Orange High	Focus	Lowest Grad Rate
Essex	Shabazz High	Priority	SIG School
Essex	West Side High	Priority	SIG School
Gloucester	Paulsboro High	Focus	Lowest Grad Rate
Hudson	Henry Snyder High	Priority	SIG School
Hudson	James J. Ferris High	Focus	Largest Within-School Gaps
Hudson	Lincoln High	Priority	SIG School
Hudson	Memorial High	Focus	Lowest Grad Rate
Hudson	William L. Dickinson High	Focus	Lowest Grad Rate
Mercer	Trenton Central High	Focus	Lowest Grad Rate
Mercer	Trenton Central High West	Focus	Lowest Grad Rate
Middlesex	New Brunswick High	Focus	Lowest Grad Rate
Monmouth	Asbury Park High	Focus	Lowest Grad Rate
Ocean	Lakewood High	Priority	SIG School
Passaic	Manchester Reg High	Focus	Lowest Grad Rate
Passaic	Passaic High	Focus	Lowest Grad Rate
Salem	Penns Grove High	Focus	Lowest Grad Rate
Salem	Salem High	Focus	Lowest Grad Rate
Sussex	Vernon Twp High	Focus	Lowest Grad Rate
Union	Abraham Clark High	Priority	SIG School
Union	Elizabeth High	Focus	Lowest Grad Rate
Union	Hillside High	Focus	Lowest Grad Rate
Union	Plainfield High	Focus	Lowest Grad Rate

NJDOE Updated List Published Sept. 2017			
County	School Name	Classification	Reason
Atlantic	Atlantic City High	Focus	Lowest Grad Rate
Atlantic	Pleasantville High	Focus	Lowest Grad Rate
Bergen	Dwight Morrow High	Focus	Largest Within-School Gaps
Burlington	Willingboro High	Focus	Lowest Grad Rate
Camden	Camden High	Priority	SIG School
Camden	Woodrow Wilson High	Priority	Lowest-Performing
Cumberland	Bridgeton High	Focus	Lowest Grad Rate
Essex	Barringer High	Priority	SIG School
Essex	Central High	Priority	SIG School
Essex	East Orange High	Focus	Lowest Grad Rate
Essex	East Side High	Focus	Lowest Grad Rate
Essex	Irvington High	Focus	Lowest Grad Rate
Essex	Shabazz High	Priority	SIG School
Hudson	Henry Snyder High	Priority	SIG School
Hudson	James J. Ferris High	Focus	Largest Within-School Gaps
Hudson	Lincoln High	Priority	SIG School
Hudson	Memorial High	Focus	Lowest Grad Rate
Hudson	William L. Dickinson High	Focus	Lowest Grad Rate
Mercer	Trenton Central High	Focus	Lowest Grad Rate
Middlesex	New Brunswick High	Focus	Lowest Grad Rate
Monmouth	Asbury Park High	Focus	Lowest Grad Rate
Ocean	Lakewood High	Priority	SIG School
Passaic	Passaic High	Focus	Lowest Grad Rate
Salem	Penns Grove High	Focus	Lowest Grad Rate
Salem	Salem High	Focus	Lowest Grad Rate
Union	Abraham Clark High	Priority	SIG School

## Appendix D: Interview Quotes to Produce Coding Scheme

Interview Questions	1) Could you describe the method your administrative team initially presented this School Improvement Panel (SciP) to you and/or to the staff as a whole? [NOTE: Structural Frame - Principle #1 School Leadership - Question Type: Grand Tour]	2) Could you identify the point of data you spent a significant amount of time with as a SciP and describe what the SciP accomplished on and what type of action you took to make that happen? [NOTE: Structural Frame - Principle #6 Enabling the Effective Use of Data - Question Type: Floating Prompt]	3) Could you illustrate for me how teachers collectively and effectively use their preparation period? [NOTE: Structural Frame - Principle #7 Effective Use of Time - Question Type: Grand Tour]	4) How would you say the SciP planned to contributed to the instructional practices of the teachers, and how would you describe the planning for this contribution? [NOTE: Human Resource - Principle #3 Effective Instruction - Question Type: Floating Prompt]	5) Could you help me to understand any changes that have been made to the staff since 2012? [NOTE: Human Resource - Principle #5 Staffing Practices - Question Type: Grand Tour]	6) Could you discuss a community and/or family engagement activity that the SciP implemented and describe what you believe it accomplished and what type of action you took to ensure it happened? [NOTE: Human Resource - Principle #8 Effective Family and Community Engagement - Question Type: Floating Prompt]	7) How would you say the SciP has identified partnerships in an effort to contribute to the success of your implementation of the curriculum, your students' success on assessments, and your teacher's implementation of student interventions? [NOTE: Political - Principle #4 Curriculum, Assessment, and Intervention System - Question Type: Grand Tour]	8) Could you describe the SciP's contribution to the school culture and climate, and how would you help me to visualize the day-and-the-life of first the staff, and then the students? [NOTE: Symbolic - Principle #2 School Culture & Climate - Question Type: Floating Prompt]
Andrew	Appointed by the principal, because of my influence, rapport with staff, longevity/experience, and approachability.	A lot data-driven: RTI, Student-Centered, Technology, Data-Driven Instruction, but the big one is Cultural Relevancy. Accomplished: Improved test scores Actions: Data-driven instruction, Bi-weekly assessments in Math & ELA, Common Planning Time, Collaborative Learning (students)	Common Planning Time - subject area teachers have the same period	Lesson plans are more intricate: explains why and when "It's bigger than the SciP... It's not only driven by the SciP, because there are other people you have to answer to as far as trying to improve the test scores."	Two of our best math teachers became administrators. Former staff are administrators or supervisors in the district; turnover where they couldn't cut it. Hard to replace good people; the promoted leaders train teachers to be efficient.	Black History Month - Door Decorating Contest Parent Corner - Every month parents come in to voice their opinion to administration and staff.	Active as a result of being a performing arts school. Mayor's State of the Address in the building Health Fair	If somebody's disgruntle, I probably would know it they are really disgruntle." "Some people are not going to be happy no matter what you do; they have a problem with what administration does. It's just know way around it."
Brianna	The SciP has their agenda, but the Instructional Leadership Team (ILT) is making sure that agenda is aligned to what the teachers are doing, and this it's been executed. The SciP is different people every two years. [The principal will] have different people for different reasons - different stakeholders, so that they can articulate; they can get people to acquiesce.	District data: ELA and Math, Social Emotional Learning, Cultural Relevancy, Parental Involvement, SGOs, but strong points of data was used on Attendance (PBSIS).	a) Grade level meetings as a result of common prep periods b) Team meetings where PD is embedded during the day c) Extra prep for ELA and Math teachers for content area meetings	We look at the SIP Every week we look at the PDP to ensure we're hitting the instructional focus(es) We design PD around the focus The principal prepares a weekly report to share with the superintendent	The principal brought in two vice principals at different time and they each later moved into principal positions in another district; climate and culture specialist relocated out of state "[The principal] pushes us to leadership positions. I think that's a big part of why her administrative team leaves." Data coach was formerly a math teacher and before that a sub, but was hired to become the vice principal [principal trained]; vice principal trained the PE teacher, who became the new data coach. Lost a small amount of teachers due to [the principal's] high expectations. A couple of new hires struggled	Parent Corner, but I don't know if SciP is related.	Local arts program with local colleges Mayor mentors students CTE program with community college: sociology and psychology college credit ***States, "I'm not sure how this is related to the SciP Looked at 7th grade trends in the data, push in program, which increased scores (7th grade had highest SGP and PARCC scores)	Teachers' staggered schedule: a) 8-2:30 and 8:45-3:05 Different floors have is interesting, because it is closes to the principal's office [literacy wing] not as much lecturing: students in groups collaborating using technology

## Appendix D: Interview Quotes to Produce Coding Scheme

Interview Questions	1) Could you describe the method your administrative team initially presented this School Improvement Panel (SciP) to you and/or to the staff as a whole? [NOTE: Structural Frame - Principle #1 School Leadership - Question Type: Grand Tour]	2) Could you identify the point of data you spent a significant amount of time with as a SciP and describe what the SciP accomplished on and what type of action you took to make that happen? [NOTE: Structural Frame - Principle #6 Enabling the Effective Use of Data - Question Type: Floating Prompt]	3) Could you illustrate for me how teachers collectively and effectively use their preparation period? [NOTE: Structural Frame - Principle #7 Effective Use of Time - Question Type: Grand Tour]	4) How would you say the SciP planned to contributed to the instructional practices of the teachers, and how would you describe the planning for this contribution? [NOTE: Human Resource - Principle #3 Effective Instruction - Question Type: Floating Prompt]	5) Could you help me to understand any changes that have been made to the staff since 2012? [NOTE: Human Resource - Principle #5 Staffing Practices - Question Type: Grand Tour]	6) Could you discuss a community and/or family engagement activity that the SciP implemented and describe what you believe it accomplished and what type of action you took to ensure it happened? [NOTE: Human Resource - Principle #8 Effective Family and Community Engagement - Question Type: Floating Prompt]	7) How would you say the SciP has identified partnerships in an effort to contribute to the success of your implementation of the curriculum, your students' success on assessments, and your teacher's implementation of student interventions? [NOTE: Political - Principle #4 Curriculum, Assessment, and Intervention System - Question Type: Grand Tour]	8) Could you describe the SciP's contribution to the school culture and climate, and how would you help me to visualize the day-and-the-life of first the staff, and then the students? [NOTE: Symbolic - Principle #2 School Culture & Climate - Question Type: Floating Prompt]
Christina	Probably at a meeting or a sent email. Describing the purpose and background.	Our school is just data-driven. Culture and climate, suspension referrals, attendance, academic: ELA and Math, PARCC; there has been great success with cutting down chronically absent students. Look at data, root cause analysis, look at standards, and provide PD; coaches collaborate on pacing curriculum, data coach meets with teachers after Building Common Assessments (bi-weekly)	Sit down with coach, coach paces, and formative assessments are implemented, and then item analysis, standard performance, and identifying interventions and sharing strategies.	Look at data to identify instructional focus, develop collective goals, design PD around those areas (i.e. book study), conduct teacher observations and obtain student feedback (i.e. Cultural Relevancy)	People come; people go. Vice principals left to become principals in other districts, and the same for instructional coaches moving into administrative roles. Every year you just get some people that leave or retire, but for the most part the core has been here. Whole math team returned.	The principal has the Parent Corner.	CTE opportunities with college professors and earned credit in sociology and psychology. Guidance department connection with nearby mental health facilities where professionals provide counseling services to students. Speakers speak to support content areas. SAT prep and tutoring from school organization.	Data-driven instruction, teacher collaboration, is built into the culture - the expectation. Providing time to address expectations (PLC to talk about student data) and support (i.e. PD and training). Teachers follow RTI and Teachers model the skill to guided instruction to small group practice.
Doug	Took a survey. Voted onto the panel. Staff receives description of the panel.	Complete PDP, identifies areas of focus, action steps. Bi-weekly assessments is significant addressing Math and ELA standards.	PLCs once or twice a month (i.e. book study after school). Vertical articulation (i.e. 9th and 10th grade English teachers) meet once or twice a week. Preps: grading, data update, and collaboration with other departments (i.e. History)	Aligned to instruction goals; SIP matches growth; collaboration amongst different departments	Change in principal 2011; changes in vice principals; teachers consistent, but a few lost to retirement and new hires replaced retirees. People aren't just leaving. If they leave, it's because of growth. I was a TA and now I am a teacher [3rd year teaching - received Teacher of the Year last year].	The principal has the Parent Corner; it's a performing arts school, so constant community involvement. Mayor's Clean Up [the City] Project; Food Drive for the holidays (i.e. baskets of canned goods)	Social emotional needs (i.e. counseling services). Students receive credit for college courses; SAT Prep from an outside organization twice a week; APEX and Moby Max - online individualized program.	PBSIS Program focus on attendance. Black History Month door decorating contest, Silent Party. Literacy Wing teachers standing at their door during 3 minute pass time; teacher-teacher; teacher-student, and student interactions; school spirit wear (i.e. Junior Class T-shirt); Black History Month music on PA as students travel to class. Students challenged through rigorous assessments, collaborative learning, and guided instruction

# Appendix D: Interview Quotes to Produce Coding Scheme

Interview Questions	1) Could you describe the method your administrative team initially presented this School Improvement Panel (SciP) to you and/or to the staff as a whole? [NOTE: Structural Frame - Principle #1 School Leadership - Question Type: Grand Tour]	2) Could you identify the point of data you spent a significant amount of time with as a SciP and describe what the SciP accomplished on and what type of action you took to make that happen? [NOTE: Structural Frame - Principle #6 Enabling the Effective Use of Data - Question Type: Floating Prompt]	3) Could you illustrate for me how teachers collectively and effectively use their preparation period? [NOTE: Structural Frame - Principle #7 Effective Use of Time - Question Type: Grand Tour]	4) How would you say the SciP planned to contributed to the instructional practices of the teachers, and how would you describe the planning for this contribution? [NOTE: Human Resource - Principle #3 Effective Instruction - Question Type: Floating Prompt]	5) Could you help me to understand any changes that have been made to the staff since 2012? [NOTE: Human Resource - Principle #5 Staffing Practices - Question Type: Grand Tour]	6) Could you discuss a community and/or family engagement activity that the SciP implemented and describe what you believe it accomplished and what type of action you took to ensure it happened? [NOTE: Human Resource - Principle #8 Effective Family and Community Engagement - Question Type: Floating Prompt]	7) How would you say the SciP has identified partnerships in an effort to contribute to the success of your implementation of the curriculum, your students' success on assessments, and your teacher's implementation of student interventions? [NOTE: Political - Principle #4 Curriculum, Assessment, and Intervention System - Question Type: Grand Tour]	8) Could you describe the SciP's contribution to the school culture and climate, and how would you help me to visualize the day-and-the-life of first the staff, and then the students? [NOTE: Symbolic - Principle #2 School Culture & Climate - Question Type: Floating Prompt]
Edward	Under the previous principal it was unclear, and it was called something different, which is still active [i.e. Instructional Leadership Team (ILT)]. Under the current principal, I was appointed as a to serve as a teacher. The learning year, and then the next as part of the data team for assessment reporting.	ELA and Math Assessment data was the focus - especially Math. As a teacher (at the time), identifying the feasible growth and timeframe. As part of the data team, I disaggregated the data: total population, disabled populations, socioeconomically disadvantaged to create subgroups in order to determine what gaps needed closing. We monitored each assessment. CST went over every students' IEP and each teacher had a copy, so modifications could be implemented. Also, highly qualified teachers pushed-in for small group to co-teach. All district assessments scores are posted on the front bulletin board by teacher.	Math and ELA meet T/W/TH, and all other content areas only meets T & W. They meet for Team Meetings. This is an opportunity for horizontal and vertical articulation. The plan collaborative and review data from bi-weekly building common assessments and district assessments.	It starts with the goal. Once the ELA and Math goals were established, the there were interim goals were then established. Then action steps were established. Even out of status we follow the same format. Different perspectives is a strength.	Once current principal; longest running principal started; she redid her administrative team. The previous two vice principals are now principals in other districts. Last data coach before me - math supervisor. Two current data coach are on their way to assistant principal roles. The principal builds leaders throughout the building, teacher leaders in every content area. She empowers people. People who have left don't want to put in the work. She was very proud that last years and the year before - she did not non-renew anybody and she didn't ask for any transfers.	Oh, that's easy. The Parent Corner; the principal came up with the idea.	Input from the staff. Sending teachers to relevant PDs and monitoring its success inside the classroom. Also, parents have brought in partnerships through referral. Thanksgiving baskets for the community. Teachers note for a teacher leader for each content area. They advocate for things they want. Trying instructional strategies and noting when they work and when they don't work or the modifications needed to ensure it works. Using teachers as resources and facilities for PDs.	Staff really feels safe and have a voice [input]. Fostered buy-in. Two worlds the academic side and the performing arts side. Academics is more receptive to the performing arts infusion than the other way around. The students know what teacher and staff care.

## Appendix D: Interview Quotes to Produce Coding Scheme

Interview Questions	1) Could you describe the method your administrative team initially presented this School Improvement Panel (SciP) to you and/or to the staff as a whole? [NOTE: Structural Frame - Principle #1 School Leadership - Question Type: Grand Tour]	2) Could you identify the point of data you spent a significant amount of time with as a SciP and describe what the SciP accomplished on and what type of action you took to make that happen? [NOTE: Structural Frame - Principle #6 Enabling the Effective Use of Data - Question Type: Floating Prompt]	3) Could you illustrate for me how teachers collectively and effectively use their preparation period? [NOTE: Structural Frame - Principle #7 Effective Use of Time - Question Type: Grand Tour]	4) How would you say the SciP planned to contributed to the instructional practices of the teachers, and how would you describe the planning for this contribution? [NOTE: Human Resource - Principle #3 Effective Instruction - Question Type: Floating Prompt]	5) Could you help me to understand any changes that have been made to the staff since 2012? [NOTE: Human Resource - Principle #5 Staffing Practices - Question Type: Grand Tour]	6) Could you discuss a community and/or family engagement activity that the SciP implemented and describe what you believe it accomplished and what type of action you took to ensure it happened? [NOTE: Human Resource - Principle #8 Effective Family and Community Engagement - Question Type: Floating Prompt]	7) How would you say the SciP has identified partnerships in an effort to contribute to the success of your implementation of the curriculum, your students' success on assessments, and your teacher's implementation of student interventions? [NOTE: Political - Principle #4 Curriculum, Assessment, and Intervention System - Question Type: Grand Tour]	8) Could you describe the SciP's contribution to the school culture and climate, and how would you help me to visualize the day-and-the-life of first the staff, and then the students? [NOTE: Symbolic - Principle #2 School Culture & Climate - Question Type: Floating Prompt]
Felicia	Achieve NJ was introduced. I went over it with staff, and I introduced the SciP. I did a Google Survey. I chose the grievance chair at the time, who was a science teacher in the building for a two year term, and another staff member the first year. After the first year, I had staff select a replacement for one of the two. Every other year the staff would select, and the alternate year, I would appoint. With there being an overlap, whatever the work was that the SciP did, then the next person would always know.	There is no data we don't do. We do academic (ELA and Math), culture and climate, discipline, attendance, programs we use. We were identified by Model Schools, and we presented in Orlando, Florida on a leadership team that uses data to inform all decision making. Our focus has always been the development of the school PDP. SciP kind of got embedded into all the committees that we had. Based on the monitoring process, there became full alignment, "What are the school goals for our SIP? And how do those school goals lend itself to the action steps and then our PDP and then the PD we said we were going to give throughout the year?" Then everything just aligned itself. Common SGOs	I'm big on PLCs. I'm a master scheduler. Common planning time. Vertical and horizontal articulation as far as PLCs. Cascading messages. Digging deep into data and unpacking the curriculum. Developing SGOs.	Aligning RACs teacher evaluation tool with the school's evaluation system, doing teacher surveys so they can identify where they needed PD, we planned PD based on that information. PDs in summer with the expectations of implementation of the instructional strategies in September. Note rationale and evidence in PDP for what wasn't met, and what the teacher will do. First years, understanding of the assessment instrument. At the beginning of each year, the coaches go over Danielson's domains two and three; this is on the PDP. Seeing achievement gap between sub-groups (i.e. SPED). Modifying and understanding the accommodations and modifications. 1) Development of SGOs, 2) Understand Danielson's evaluation instrument, 3) Understanding the needs of sub-groups. The groups and committees embedded into each other - leadership team does book study and research. Leadership team and SciP become one. Teacher leaders was written into the PDP.	Transfers: administration was transferred. Non-renewals. Changes in security, in custodians, and in teachers. Taking on vice principals that I knew from my previous district to be Danielson certified to evaluate individuals out if they weren't meeting expectations, while maintaining respect with the union. Rolling up my sleeve and training teachers with PD. Now, the only reason I'm making a turnover is because individuals are moving up.	So, I'm sure all of them said Parent Corner.	Parents, supervisors, other district schools - expose students to the model curriculum, because they will be assessed on it. Running PLCs based on the push (i.e. pacing and monitoring progress). Overall understanding among all stakeholders. Making sure instruction is aligned with pacing. Building common assessment - look at student data, coaches go into classrooms, identify the struggling students, coach then models PD on the identified area (i.e. small group instruction). Building PD a major focus of SciP. Building common assessments was a building goal as a result of district assessments. Ours is intentionally more rigorous. We created intervention classes. Surveyed and reviewed programs. Math and ELA intervention classes, but kept Math. PARCC, Renaissance, and building common assessment scores determined what students would be in the intervention classes. Highly qualified teachers push in [co-teaching] - collaborative planning with coach.	Shared leadership and collaboration. Cascading messages. Transparency. Student-Accountability.

### Appendix E: Interview Coding Scheme

Participant	#1	#2	#3	#4	#5	#6	#7	#8
Andrew	Appointed Influence	Student-Centered Technology Data-Driven Instruction Cultural Relevancy RTI Building Common Assessments ELA & Math Assessment Data Collaborate CPT	CPT –Content Area	Detailed Lesson Plans	Loss to growth Loss to lack of ability Leaders train(ed) perspective leaders	Parent Corner Black History Month Door Contest	Mayor's Tie	Transparency
Brianna	Appointed Acquiesce Two Years	Cultural Relevancy ELA & Math Assessment Data Attendance SGO SEL PBSIS	CPT – Content Area Team Meeting – PD in day Extra Prep for ELA & Math	Look @ SIP Look @ PDP weekly Instructional focus Design PD Principal's weekly report	Loss to growth Loss to lack of ability	Parent Corner	Mayor's Tie Arts Program CTE Program Push In	Scheduling 1 <sup>st</sup> Floor + Student-Centered <b>Technology</b>
Christina	Unsure Description	Building Common Assessments ELA & Math Assessment Data Attendance Climate & Culture Discipline Standards Collaborate Pacing	Collaborate w/ Coaches Assessments Item Analysis Standards Intervention Strategies	Look @ data Instructional focus Develop goals Design PD Conduct observations Survey student feedback Cultural Relevancy	Loss to growth Loss to retirement Core retained	Parent Corner	CTE Program SEL SAT & tutoring	Data-Driven Instruction Collaboration Scheduling RTI Balanced Literacy Framework

### Appendix E: Interview Coding Scheme

Participant	#1	#2	#3	#4	#5	#6	#7	#8
<b>Doug</b>	Voted Survey Description	Building Common Assessments ELA & Math Assessment Data Standards PDP Action Steps	CPT – Content Area Team Meeting – PD in day PLC Hor/Vertical Articulation	Look @ SIP Instructional focus Collaborate	Loss to growth Loss to retirement Core retained	Parent Corner Mayor's Tie Food Drive	SEL CTE Program SAT & tutoring APEX & Moby Max	PBSIS <b>Black History Month Door Contest</b> 1 <sup>ST</sup> Floor + Stakeholder interactions Student- Centered
<b>Edward</b>	Appointed	Monitoring Assessments ELA & Math Assessment Data Collaborate Push In	CPT – Content Area Team Meeting – PD in day PLC Hor/Vertical Articulation Building Common Assessments District Assessment	Look @ Goal Action Steps Sustain Goal Receptivity	Loss to growth Loss to retirement Core retained	Parent Corner	Staff input Survey Teacher PD Parent Referrals Food Drive Teacher Appointed Content Lead Teacher Led PDs Push In	Staff Safe Staff Buy-In Two Sides: Aca & PA Students Feel Loved
<b>Felicia</b>	Introduced Appointed Survey Voted Two Years	ELA & Math Assessment Data Attendance Climate & Culture Discipline SGO PDP Action Steps Collaborate	CPT – Content Area PLC Hor/Vertical Articulation Unpacking Curriculum Developing SGOs	Aligned RACs Tool w/ Danielson's Survey Teacher PD Plan Summer PD Implement in September Develop Teacher Leaders	Loss to growth Loss to retirement Core retained	Parent Corner	Stakeholders exposed to model curriculum PLCs on pacing Building Common Assessments <b>District Assessment</b> Collaborate w/ Coaches Create Intervention Survey Program Push In	Shared Leadership Collaboration Transparency Student- Accountability



## Appendix F

### Letter to Perspective Participants

Dear Perspective Participant,

I am Michelle L. Shelton, an Educational Doctoral Student with the K-12 Executive Leadership Program of Seton Hall University.

The Seton Hall University Intuitional Review Board (IRB) has approved for me to do research with a high school within a school district that fits your criteria, and your participation is greatly appreciated, because this research will help to provide insight into how the School Improvement Panel (ScIP) of an underperforming high school classified as a “focus” school in 2012 employed components of the Quality School Rubric (QSR), which consists of (8) Turnaround Principles, in order to make positive growth from “focus” to “no designation” by 2017.

Upon receiving this letter via electronic mail, we will together ensure that the following procedures are completed within two weeks, and please note that all of these materials will remain confidential before, throughout, and after the completion of this study:

- The ScIP Members will be/has been identified.
- The identified participating ScIP Members will receive a “Thank You for Participation” letter and will complete a brief “Biographical Questionnaire”; the link will be included at the bottom of the ‘thank you’ letter.
- The ScIP Members will receive and review the “Informed Consent” form.
- Each participating ScIP Member will meet with me at the scheduled time and location, and we will together go over the “Informed Consent” form, and the participating ScIP Member will sign the “Informed Consent” form. (**NOTE:** Your completed “Biographical Questionnaire” should already have been submitted).
- Participants who do not respond within two weeks will be sent a follow-up email with all of the previously noted materials attached.

In short, your participation could benefit the growth of other underperforming high schools. However, the risk would merely be your comfortability with interviews and observations.

Please reply back to me via email at [REDACTED] to note whether or not you will be participating in this study. You can also send me an email with any questions you may have before finalizing your decision.

Gratefully,

*Michelle L. Shelton*

**Michelle L. Shelton**

*Seton Hall University, Research Student*

## Appendix G

### Thank You for Participation Letter/Biographical Questionnaire

Dear Participant,

You have already received an e-mail inviting you to participate in this research. If you would, please take the time to consider helping us with this important research.

The researcher is inviting you to complete an online “Biographical Questionnaire” that will help to provide a more well-rounded perspective of you and your role within the context of the turnaround efforts. In other words, you are a piece of a larger picture, and knowing a little bit more about your role might shed light on how the SciP has employed RAC’s (8) Turnaround Principles in an effort to go from “focus” school to “no designation” as all.

The questionnaire should take approximately 10 minutes to complete. Your valuable participation will contribute towards identifying how observable and measurable school characteristics are contributing to the gradual success of the school as the school has moved out of its 2012 “Focus” school designation, which was the result of “low graduation rates” and into no designation at all. This research will also help to identify future research priorities in this area. We would be very grateful if you would consider helping us with our important research.

The questionnaire is strictly confidential. In order to ensure confidentiality, please note that you will not be able to save your responses nor will you be able to return to the survey at a later stage. Please review your responses before clicking ‘submit’ to send your completed survey. You will not be able to return to your responses after submitting the questionnaire.

Please click on the suitable web link below to begin your designated questionnaire. Thank you very much for giving your time to help us with our research. If you have any queries or comments about the questionnaire(s) or the research study, please contact me at [REDACTED].

Gratefully,

*Michelle L. Shelton*

**Michelle L. Shelton**

*Seton Hall University, Research Student*

### Biographical Questionnaire –

[https://docs.google.com/forms/d/e/1FAIpQLSdkKn7Cn9JQWAYkpLj1s878cc37ECxup6h\\_2HrWHTxxLvZZqw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdkKn7Cn9JQWAYkpLj1s878cc37ECxup6h_2HrWHTxxLvZZqw/viewform?usp=sf_link)

## Biographical Questionnaire

### Directions:

Upon completion/submission of the questionnaire, your results will instantaneously populate to a data spreadsheet for the researcher's analysis purposes. The questionnaire will take approximately (10) minutes to complete and is strictly confidential. In order to ensure confidentiality, please note that you will not be able to save your responses nor will you be able to return to the questionnaire at a later stage. Please review your responses before clicking 'submit' to send your completed questionnaire. You will not be able to return to your responses after submitting the it. Upon completion/submission of the questionnaire, your results will instantaneously populate to a data spreadsheet for the researcher's analysis purposes.

### \* Required

1) Please type in your Last Name followed by your First Name. \*

Your answer

2) Please select what your role is within the school. \*

Administrator

Teacher

Parent

Other

3) If you have indicated "Other" for question #2, please fill in your role. Otherwise, indicate "NA" for "Not Applicable." \*

Your answer

4) How long have you been in this role? \*

Your answer

5) Were you originally hired in this role? \*

Yes

No

6) If you have indicated "No" for question #5, please fill in your original role. Otherwise, indicate "NA" for "Not Applicable." \*

Your answer

7) How long have you been working in this school? \*

Your answer

8) Do you believe your role within the School Improvement Panel (ScIP) clearly defined? \*

Yes

No

9) Please indicate your role within the ScIP Team. If you are not sure, please indicate, "Not Sure." \*

Your answer

10) How long have you been a member of the ScIP? \*

Your answer

Thank you for your participation in this brief "Biographical Questionnaire."

Please periodically check your email for the "Informed Consent" form, which will follow this questionnaire.

Submit

Never submit passwords through Google Forms.

This content is neither created nor endorsed by Google. [Report Abuse](#) - [Terms of Service](#)

[Forms](#)

## Appendix H

### Informed Consent

The Story of Growth: A Case Study of a New Jersey  
Underperforming Underprivileged High School

#### INTRODUCTION

I am Michelle L. Shelton, an Educational Doctoral Student with the K-12 Executive Leadership Program of Seton Hall University.

Because of your participation on the School Improvement Panel (ScIP), you have been invited to join a research study to look at how observable and measurable school characteristics are contributing to the gradual success of the school as the school has moved out of its 2012 “Focus” school designation, which was the result of low graduation rates. Please take whatever time you need to discuss the study with your family and friends, or anyone else you wish to. The decision to join, or not to join, is up to you.

In this research study, the researcher is investigating and evaluating what is the impact of the School Improvement Panel (ScIP) of an underperforming high school formerly classified as a “Focus” school by findings answers to such questions as: How would each member of the ScIP describe the teacher’s use of data? How would each member of the ScIP describe efforts to empower stakeholders? How would each member of the ScIP describe the formation and/or maintenance of the curriculum? How would each member of the ScIP describe the principal’s vision?

This study is designed to analyze the ScIP interviews, and the researcher’s memos-to-self after observations from a low performing and low socioeconomic Regional Achievement Center (RAC) high school that has demonstrated growth in the past five years by way of its ScIP team’s implementation of the RAC’s (8) Turnaround Principles.

Your participation could benefit the growth of other underperforming high schools. However, the risk would merely be your comfortability with interviews and observations. Please be assured that all identifying characteristics of your school – including information about you will remain confidential before, throughout, and after the completion of this study.

#### WHAT IS INVOLVED IN THE STUDY?

You will be asked to participate in a scheduled interview. At the start of your interview, you will review and sign the “Informed Consent” form. You will also review the interview protocols and procedures. The interview will take approximately 45-60 minutes as will be audio-recorded for accuracy. The questions will be based on the (8) Turnaround Principles as well as Bolman & Deal’s (4) Leadership Frames.

After conducting the ScIP interviews, analyzing ScIP interviews, and creating memos-to-self after observations, the researcher will then facilitate validation of the data through cross verification process.

Although your participation is completely voluntary, you can withdraw from this study at any point without explanation, and the researcher may stop the study or take you out of the study at any time she judges it is in your best interest. The researcher may also remove you from the study for various other reasons. She can do this without your consent. Please email [REDACTED] within two weeks of the interview if you would like a transcription of your interview. (NOTE: You will receive a signed copy of this form).

---

Print

---

Date

---

Signature

---

Date

## Appendix I

### Interview Procedures & Interview Questions

#### ABSTRACT

Socioeconomics has been a factor that exposes the disparities in student achievement across communities within the state of New Jersey, and as a result of the disparity, in 1985 the Education Law Center filed the first ruling of *Abbot v. Burke*, which commenced providing significant funding in an effort to ensure that underprivileged students within these underperforming districts receive public education in accordance with the state constitution. However, despite the funding efforts, since 1985, (87%) of the 31 school districts identified as *Abbott* not only remain to be underprivileged, but they also remain to be underperforming. Therefore, to remedy the underperformance the New Jersey State Department of Education (NJDOE) employs the Regional Agency Center (RAC) to evaluate and to classify schools/districts underperforming “focus” or “priority.” Furthermore, in conjunction with school/district leaders the RAC orchestrates a plan to aid school/district leaders in a perspective five-year turnaround. The purpose of this case study was to determine the practices and processes the School Improvement Panel (ScIP) employed to help to successfully turnaround an underperforming underprivileged high school classified as a “focus” school in 2012 employed components of the Quality School Rubric (QSR), which consists of (8) Turnaround Principles, in order to make positive growth from “focus” to “no designation” by 2017.

#### INSTRUCTIONS

Good morning (afternoon). My name is Michelle Shelton. Thank you for coming. You have already completed the “Biographical Questionnaire” and will review and sign the “Informed Consent” form. In this interview, I will ask you about your experiences as a member of the ScIP. The purpose is to get your perception of how utilizing RAC’s (8) Turnaround Principles has contributed to your turnaround efforts. There is no right or wrong or desirable or undesirable answer. I would like you to feel comfortable with saying what you really think and how you really feel.

#### TAPE RECORDER INSTRUCTIONS

If it is okay with you, I will be tape-recording our conversation. The purpose of this is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that all your comments will remain confidential. I will be compiling a report, which will contain all of the respondents’ comments without any reference to individuals.

#### PREAMBLE/CONSENT FORM INSTRUCTIONS

Before we get started, please take a few minutes to read this preamble (read and sign this consent form). (Hand P consent form/preamble.) (After P returns preamble/consent form, turn tape recorder on.)

#### INTERVIEW QUESTIONS

Please click on the following link:

[https://docs.google.com/forms/d/e/1FAIpQLSdStbJ0wGt734IAEstjSR0OPF7kVMPIW4W326rmrV8NQgvzw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdStbJ0wGt734IAEstjSR0OPF7kVMPIW4W326rmrV8NQgvzw/viewform?usp=sf_link)

## Interview Questions

Now that you have reviewed the Interview Protocols, the tape recorder has already been turned to the "on" position, and this interview will take approximately 45-60 minutes. Thank you in advance for your participation. (NOTE: All questions are nondirective questions).

\* Required

1) Could you describe the method your administrative team initially presented this School Improvement Panel (ScIP) to you and/or to the staff as a whole? [NOTE: Political Frame - Principle #1 School Leadership - Question Type: Grand Tour] \*

Your answer

2) Could you identify the point of data you spent a significant amount of time with as a ScIP and describe what the ScIP accomplished on and what type of action you took to make that happen? [NOTE: Structural Frame - Principle #6 Enabling the Effective Use of Data - Question Type: Floating Prompt] \*

Your answer

3) Could you illustrate for me how teachers collectively and effectively use their preparation period? [NOTE: Structural Frame - Principle #7 Effective Use of Time - Question Type: Grand Tour] \*

Your answer

4) How would you say the ScIP planned to contributed to the instructional practices of the teachers, and how would you describe the planning for this contribution? [NOTE: Human Resource - Principle #3 Effective Instruction - Question Type: Floating Prompt] \*

Your answer

5) Could you help me to understand any changes that have been made to the staff since 2012? [NOTE: Human Resource - Principle #5 Staffing Practices - Question Type: Grand Tour] \*

Your answer

6) Could you discuss a community and/or family engagement activity that the ScIP implemented and describe what you believe it accomplished and what type of action you took to ensure it happened? [NOTE: Symbolic - Principle #8 Effective Family and Community Engagement - Question Type: Floating Prompt] \*

Your answer

7) How would you say the ScIP has identified partnerships in an effort to contribute to the success of your implementation of the curriculum, your students' success on assessments, and your teacher's implementation of student interventions? [NOTE: Political - Principle #4 Curriculum, Assessment, and Intervention System - Question Type: Grand Tour] \*

Your answer

8) Could you describe the ScIP's contribution to the school culture and climate, and how would you help me to visualize the day-and-the-life of first the staff, and then the

students? [NOTE: Symbolic - Principle #2 School Culture & Climate - Question Type: Floating Prompt] \*

Your answer

**THANK YOUR FOR YOUR PARTICIPATION. THE INTERVIEW IS NOW OVER.**

Submit

Never submit passwords through Google Forms.

This content is neither created nor endorsed by Google. [Report Abuse](#) - [Terms of Service](#)

[Forms](#)



## Appendix J

### The Overall ‘Thank You’ Email

Dear Participant,

Thank you for taking the time to talk to me about your experience in a RAC Turnaround School as a member of the School Improvement Panel (ScIP).

The information you gave us will make a valuable contribution to how the leadership team of a underperforming high school classified as a “focus” school in 2012 employed components of the Quality School Rubric (QSR) in order to make positive growth from “focus” to “no designation” by 2017. This is an important undertaking, because this research can provide insight for other underperforming high schools in an effort to make measurable growth.

If you have previously indicated that you wanted a copy of your transcription, please find attached a copy of your responses, as they were understood from our conversation. You will notice that your real name is not used in the story – this is to protect your privacy when we talk to our colleagues about your experience.

I would be very grateful if you could check the details we have recorded and within a week of this email make any corrections or additions you wish to make, and then please forward this email with any changes you may have to [REDACTED]. If we do not receive a reply from you within a week of this email, the transcript will remain as it is.

Should you have any inquiries about this research in the meantime, please contact me at the previously noted email.

Once again, please accept our sincere thanks for so generously sharing the details of your experience.

Gratefully,

*Michelle L. Shelton*

**Michelle L. Shelton**

*Seton Hall University, Research Student*

SETON HALL UNIVERSITY  
1 8 5 6

January 30, 2019

Michelle Shelton  
[REDACTED]

Dear Ms. Shelton,

The Institutional Review Board office is in receipt of the application for your research entitled "The Study of Growth: A Case Study of a New Jersey Underperforming Underprivileged High School."

Your application does not fall under the purview of the IRB office because, as you describe the study in your application, it is a non-generalizable case study of staff in the [REDACTED]  
[REDACTED]

Sincerely,

*Mary F. Ruzicka, Ph.D.*

Mary F. Ruzicka, Ph.D.

Professor

Director, Institutional Review Board Office

Cc: Dr. Joseph Stetar

[REDACTED]  
**DIVISION OF OPERATIONS, COMPLIANCE & EDUCATIONAL SUPPORT SERVICES**  
[REDACTED]  
[REDACTED]

---

Board Members

[REDACTED]

Superintendent of Schools

[REDACTED]

Assistant Superintendent

[REDACTED]

October 16, 2018

Institutional Review Board  
Seton Hall University  
400 South Orange Ave  
South Orange, NJ 07079

As the authorized official of [REDACTED] I am agreeing to the voluntary participation of staff from [REDACTED] in the study entitled, "The Story of Growth: A Case Study of a New Jersey Underperforming Underprivileged High School" under the direction of Seton Hall University. I have been given a full description of the project and have reviewed the following items and discussed their appropriateness with Michelle Shelton.

It is understood that all participants will voluntarily sign letters of consent. Confidentiality will be maintained throughout the study, and the name of the organization and/or teachers will not be included in the study.

Please feel free to share the results of the study with the Superintendent upon completion.

Sincerely,

[REDACTED]

Dr. [REDACTED] Assistant Superintendent

C: Dr. [REDACTED] Superintendent of Schools

[REDACTED]



October 12, 2018

Dear Dr. [REDACTED]

I am Michelle L. Shelton, an Educational Doctoral Student with the K-12 Executive Leadership Program of Seton Hall University, and I am requesting to conduct my research with [REDACTED]. The title of this research is *The Story of Growth: A Case Study of a New Jersey Underperforming Underprivileged High School*. The purpose of this study is to explore the way Bolman & Deal's (4) frames of leadership are demonstrated within the School Improvement Panel's interview responses regarding the school's turnaround effort in relation to the (8) turnaround principles. If [REDACTED] approves my request to do research, Seton Hall University's Intuitional Review Board (IRB) will then be able to review my request to conduct this research, and they will maintain that it meets the IRB requirements.

Your participation will be greatly appreciated, because this research might help to provide insight into how the School Improvement Panel (ScIP) of an underperforming high school classified as a "focus" school in 2012 employed components of the Quality School Rubric (QSR) in relation to the (8) Turnaround Principles, in order to make positive growth from "focus" to "no designation" by 2017.

Upon receiving this letter via electronic mail, we will together ensure that the following procedures are completed within two weeks, and please note that all of these materials will remain confidential before, throughout, and after the completion of this study:

- The ScIP Members will be informed of the voluntary interviews.
- The ScIP Members who voluntarily participate will receive a "Thank You for Participation" letter and will complete a brief "Biographical Questionnaire"; the link will be included at the bottom of the 'thank you' letter.
- The ScIP Members will receive and review the "Informed Consent" form.
- Each participating ScIP Member will meet with me at the scheduled time and location, and we will together go over the "Informed Consent" form, and the participating ScIP Member will sign the "Informed Consent" form. (NOTE: Your completed "Biographical Questionnaire" should already have been submitted).
- Participants who do not respond within two weeks will be sent a follow-up email with all of the previously noted materials attached.

In short, your participation could benefit the growth of other underperforming high schools. However, the risk would merely be your comfortability with interviews and observations.

Please reply back to me via email at [REDACTED] to note whether or not you will be participate in this study. You can also send me an email with any questions you may have before finalizing your decision.

Gratefully,

*Michelle L. Shelton*

College of Education and Human Services  
Executive Ed.D. Program  
Tel. 973.275.2306 • Fax: 973.275.2484  
400 South Orange Avenue • South Orange, New Jersey 07079-2685